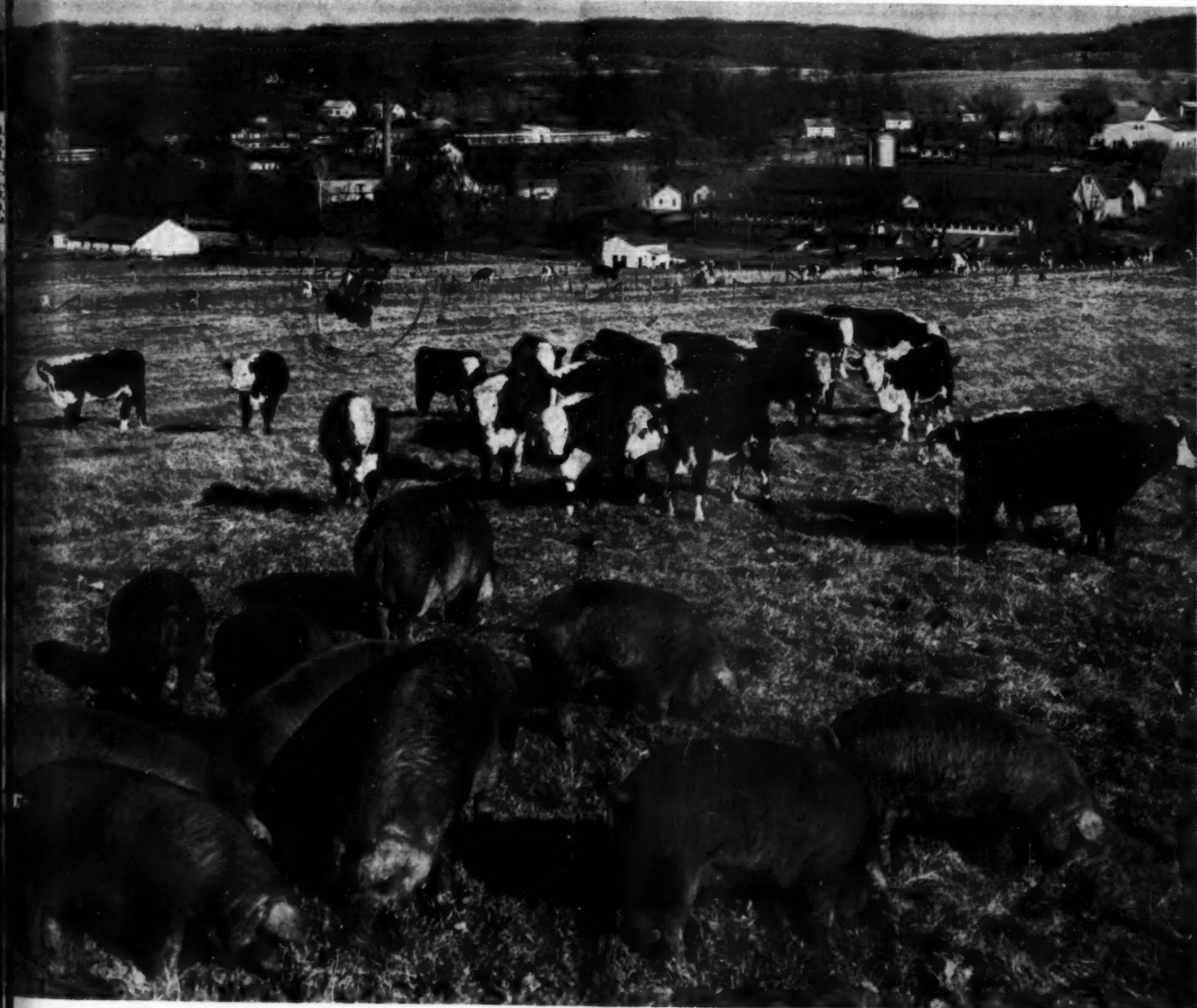


The **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 29

DECEMBER, 1956

NUMBER 6



See legend, page 125

Featuring— **Objectives in
Vocational Agriculture**

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The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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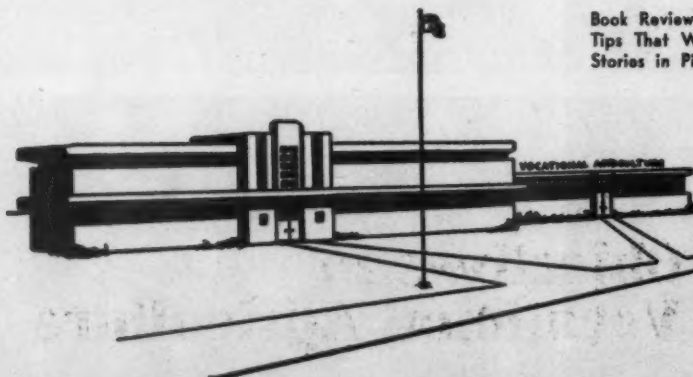
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Who's Sick?

R. W. MONTGOMERY, Teacher Education,
Alabama Polytechnic Institute.

Evidently the research committee of the southern region touched off a bombshell when they asked the question, "What should be the controlling purpose of vocational education in agriculture?" This was only one of some fifty questions the committee asked of 1,244 all-day students, young and adult farmers, school principals and superintendents, in a study to determine "What Constitutes an Effective Program of Vocational Agriculture in a Community?"¹ The study was made not because anyone thought that vocational agriculture was sick but because it is the part of wisdom to have periodical check-ups to avoid illness. This committee was asking "Dr. Public" for a check-up. In our opinion the report gave a good, sound bill of health, with some good tips for staying healthy.

Now comes one Gordon L. Berg, writing under the title, "In Summing Up", in the September, 1956, issue of *County Agent and Vo-Ag Teacher*, with a depressing diagnosis of the case. Perhaps it is not so much the opinions expressed as it is the deep "Voice of Doom" with which he presents the case. For one thing, he opens the article with the statement (in heavy type), "Vo-Ag is in trouble." He continued with, "We feel it here in the East. You feel it in the Midwest—Davey, our Vo-Ag Editor, found even a worse situation down South last month, where Vo-Ag seemed to be going to seed in some areas." It seems that in "Dr." Berg's judgment, all of this talk about "controlling purpose" is a symptom of Vo-Ag's sickness when we should be talking about "program projection."

What is the state of Vo-Ag's health? Is Vo-Ag in trouble? Well, if enrollment is any indication of public acceptance of the program, we are in excellent health. According to the *Digest of Annual Reports* for the fiscal year ending June 30, 1955, enrollments have gained steadily since 1946.² This applies equally to all-day, young farmer, adult farmer, and total enrollments. Recent trends are even more pronounced. For the year 1954 to 1955, the total enrollments increased from 737,502 to 776,138. A breakdown of these figures for this one-year period shows the all-day enrollment increasing from 444,063 to 456,964; young farmer from 46,164 to 46,811; and adult farmer from 247,275 to 272,363. Certainly those who are benefiting from the program do not agree with "Dr." Berg on the state of our health.

Another indication of the good health of the program is the steadily increasing financial support from federal, state and local sources. We have talked with many of the "older heads" in the program—those who have fought the battles through the years; they report that our health was never better.

Recently a major candidate for President of the United States said that "Yet vocational education is given to only about one-half the students below the college level who need and want it, more than 5,000 high schools serving farm children lack programs of vocational agriculture."³

(Continued on page 124)

Where Are We Going?

RALPH E. BENDER, Teacher Education,
The Ohio State University

What should be the program of vocational agriculture? This is a question that has been of concern to many people since the program was started. It is primarily a question involving the development and attainment of objectives.

In any program, objectives are of utmost importance. They are the goals to be achieved as well as the motivating force for achieving them. *They are guides to action!* By and large the development of objectives is a process of foresight—planning for something to be desired, something to be accomplished.

Objectives in vocational agriculture vary in complexity, nature, and scope. They encompass local, state, and national activity; individuals and groups; students and teachers; professionals and non-professionals. All of these phases and groups have a part in their determination.

Inasmuch as the program of vocational agriculture is educational, our emphasis should be placed upon the development of educational objectives. These involve the changing of human behavior—the development of interests, understandings, skills, abilities, and appreciations that are necessary to serve well in farmers and prospective farmers. Teachers have a tremendously important responsibility in helping learners to have worthy goals or objectives. Their practices and their accomplishments will be no better than their goals. These goals need to be coordinated and integrated as a part of the total educational program. We should recognize that all of our students have interests and needs in addition to the vocational. These include health, citizenship, home and family, use of leisure time, morals, and religion. Too often, objectives associated with the economics of living are developed without a full appreciation of the development of the total personality.

Objectives in vocational agriculture have changed throughout the years. We have broadened our concept of the competent farmer. The advent of the FFA made a tremendous change in the program. It has provided us with effective means for developing leadership and good citizenship in our high school boys. Programs of instruction and the nature and extent of the students' farming programs have changed with changes in agriculture and education.

Teachers of vocational agriculture and their students have had and should continue to have the opportunity and responsibility to develop objectives and the ways and means to meet them. Our program has the necessary freedom for encouraging initiative in adapting the state and local programs to meet the educational needs that exist. We do not have a program that is static with a pattern that must be followed. The framework of vocational education encourages re-examination, evaluation, and change. To be sure, we need to be consistent with the over-all general purpose of developing abilities of prospective or present farmers. This has provided us with the unified national

(Continued on page 124)

What adjustments are needed?

An experienced teacher is looking for an answer.

ROY W. EQUALL, Vo-Ag Instructor, Superior, Nebraska.



Roy W. Equall

THIS article is being written after spending 20 years teaching Vocational Agriculture, the last 15 in the present location. In this 20 year period this writer has seen many changes take place in agriculture as well as in agricultural industry. I am wondering if the time has arrived when we must broaden our thinking on the aims of vocational education in agriculture to allow for the injection of more training for related occupations. With careful planning this might be done without disrupting our original objective of "training present and prospective farmers for proficiency in farming." This objective, I think, we must still keep as our primary goal but at the same time render some service to the boys in our all day classes who will not or cannot become established in farming because of the lack of financial ability or because there is no land available for their use or for any other sound reason. This may be particularly a problem in families where there is more than one son. In a good many cases the father can help to establish only one son in the farming occupation.

During the past 15 years about 5 out of 10 boys trained in our Vo-Ag classes have become farmers. The other 5 have had to seek another means of livelihood. It is my thought that these boys could render their greatest service in some field related to agriculture. This of course may be a matter of guidance.

Some Boys Were Not Served

There were still other boys who were interested in agriculture but were kept out because of the lack of adequate farming program facilities. There are 12 boys from this group who are now working for farmers, feed companies, or fertilizer companies. I wonder if they might have been of greater service to their employers if they had been given training in vocational agriculture? Could it be that we are missing something by adhering too closely to our aim when we know there is no longer a need for all the boys studying vocational agriculture to farm our land.

There Are Dangers

I realize the dangers connected with this thinking. It might serve as an opening for boys to register for vocational agriculture who were not particularly interested or who had no intention of using the training for a livelihood. But, I also realize that for the most part this problem could be solved by counseling and guidance on the part of the

vocational agriculture instructor and other school personnel.

Our vocational agriculture program must be planned to coordinate with the rest of the school curriculum so that when a boy graduates he will have a well rounded education as well as being specialized in agriculture.

Safeguard the FFA

Leadership training is a very important part of our program and is being provided for in our FFA organization. The FFA certainly is a wonderful tool to be used in this type of training as well as in cooperative effort but it can also be used as a crutch for poor teaching and a substitute for our main job. We must be sure that the FFA is a part of our program and not all of it. FFA and vocational agriculture are a part of each other and each will furnish something from which the other will thrive. □

Where Are We Going?

(Continued from page 123)

program that we have experienced.

A great deal has been said and written recently concerning the "controlling purpose" of vocational education in agriculture. There are those who would like to see us broaden our objectives to include the training of boys who are likely to be employed in related agricultural occupations. Already we have been assuming responsibility for part-time as well as full-time farmers. To go beyond this is likely to dilute our program to the point of losing effectiveness in our major task. Then, too, the abilities and understandings developed in vocational agriculture are good basic background for those going into related occupations. This is the judgment of many former students as well as teachers, the persons who are in the best position to know.

Perhaps the problem of training for related agricultural occupations can best be met with schools that have broad curricula. A program of two years of vocational agriculture and then two years of diversified occupational training would appear to be appropriate for many. This type of program should be explored in more of our centers.

In an analysis of objectives in vocational agriculture at the local level it appears that more emphasis needs to be placed upon long-time planning. We may have failed to some extent in this aspect because of too much change in teaching personnel and too little use made of lay people. Such conditions should be corrected.

Recently, teachers in Ohio decided that an effort should be made to develop a long-time program for each department of vocational agriculture. These programs will involve the enrolled students, citizen committees, school ad-

ministrators, and other resource persons in each of the communities. The teachers said that such a plan should be: (1) developed around needed changes in the department, school, and community; (2) workable and attainable over a specified number of years; (3) clear and understandable to all concerned; and (4) contain goals that are measurable, attainable, and challenging. This process of program development, which includes initiating, planning, conducting, and evaluating, is sound educational procedure. It should be followed on the state and national levels as well as in the local communities. If such is done, vocational agriculture will continue to serve as an effective educational program. □

Who's Sick?

(Continued from page 123)

Who's sick?

Certainly it is a sign of health to have a lot of good healthy democratic discussion about "controlling purpose." Continuous self-analysis, including purposes, program projection and evaluation, is absolutely necessary for the improvement of any program that attempts to serve the agricultural phase of our rapidly changing economy. With this Mr. Berg apparently agrees. It is with the seriousness of the "state of health" of the program that we take issue with Mr. Berg. Let's not shoot the patient yet. □

¹For a copy of this report, write to Dr. T. J. Horne, Virginia Polytechnic Institute, Blacksburg, Virginia.

²Digest of Annual Reports of the State Boards for Vocational Education to the Office of Education, Division of Vocational Education, Fiscal Year ending June 30, 1955. Division of Vocational Education, Office of Education, U. S. Department of Health, Education and Welfare.

³Adlai E. Stevenson, *The New America—A Program for Education*. From the office of Clayton Fritchey, Press Secretary, Stevenson-Kefauver Campaign Committee, Washington, D. C. (Released October 2, 1956).

a 20th Century Fact



One acre out of every ten planted in the United States is still lost annually to insect damage, notes a Twentieth Century Fund report.

An idea for acquainting parents with your program.

Parents need something to look at

DOUGLAS M. GOTTRON, Vo-Ag Instructor, Homerville, Ohio.



Douglas M. Gottron

AS a new teacher of vocational agriculture, in a school which had not had an agricultural course before, I found that I was handicapped tremendously because parents and students did not understand what the program was all about.

You must agree, I think, that our vocational agriculture program is quite complex, and being complex, it is difficult for busy parents to understand and become familiar with its many different parts.

When you visit a student's farm for the first time you are apt to be facing a number of situations. The parents might be friendly, suspicious, disinterested, interested, or in any one of a number of moods. You are there for the purpose of talking "vocational agriculture," but the parent might be more interested in talking politics, weather, prices or just plain gossip. How then can you accomplish your purpose?

Selling Your Product

A good salesman, and you are a salesman of vocational agriculture, usually has something with him to catch the prospective customer's eye. That something might be a model of what he's selling, or it could be illustrated literature that will keep the buyer concentrating on what he has to sell. It was with this idea in mind that I prepared some illustrated material with which to sell or interest parents in vocational agriculture.

To make a notebook, in which I could place the pertinent information I

wanted to convey to the parents, I purchased a photograph album measuring twelve by fourteen and costing one dollar.

The list of content would read as follows:

Page 1—W. F. Stewarts' chart "Grow-into Farming".

Page 2—A typical and desirable four-year program of agriculture in chart form.

Pages 3 & 4—Pictures of boys and their production projects.

Page 5—A statement on the importance of field trips and the use of farms in the community as agricultural laboratories.

Page 6—Pictures showing boys on field trips.

Page 7—A statement about farm mechanics and shopwork.

Page 8—Pictures of boys' shop projects.

Page 9—A statement about the county fair.

Page 10—Pictures showing boys at fair.

Page 11—FFA—brief statement of how and why it was organized.

Page 12—Copy of current local FFA program of work.

Page 13—FFA Camp Muskingum.

Page 14—Pictures of FFA camp.

Page 15—FFA activities—contests—social.

Pages 16 & 17—Pictures of FFA events.

Here is a notebook that will make parents ask questions. It will give you an opportunity to get your message across.

How It Worked

This is how the presentation of this notebook worked in actual practice. First, parents showed a great deal of interest and the freshman students seemed surprised that the "ag course" was so extensive. Many questions were

asked about shop work, production projects and other parts of the program. By using this visual aid, more was being accomplished in one farm visit than had been achieved in several prior to its use. Most people, I think, learn about something faster when they can see it. This notebook let parents look at the total program all at once. I think it gave them the feeling that here was a well-rounded program of instruction and activity that would be very beneficial to their sons. Through the use of this notebook, the parents were not limited to a little of the idea of the program today and some a week or a month from today, but were getting a look at the whole program right at the beginning. Just as visual aids are invaluable in the classroom, so are they very important to parents and prospective students. □

The Cover Picture

The livestock pictured on the cover page are quite typical of what one would see on much of the farm land of Missouri. Success in farming in Missouri is determined largely by the ability of the farmer to attain the proper balance in his business between his livestock production and the production of the feed crops for which Missouri land is so well adapted. Along with such management practices of course is the maintenance of maximum efficiency in production practices. The ability to make the decisions involved is the product sought through vocational agriculture in the vocational preparation of present and prospective farmers of the State.

The picture was taken at the Purina Research Farm and Laboratories located at Gray Summit, Missouri, and was furnished by Earl A. Sindecuse, Director of the Vocational Agriculture Service Division, Ralston Purina Company, St. Louis, Missouri. Incidentally, the tour for the Agricultural Section at the A. V. A. Convention this month will include the Purina Farms. The research buildings and laboratories are shown in the background.



The many varied and complex activities of the vocational agriculture department need careful explanation to parents.



An action picture can be a big help in explaining vocational agriculture to the parents of a new student.

Objectives are personal things

Evaluate your own as a teacher.

HENRY S. BRUNNER, Teacher Education,
The Pennsylvania State University.



Henry S. Brunner

THE fact that different people get different meanings from the same words or sentences is certainly not new. One natural reason for this is that each person can grasp and understand any idea only in terms of the extent and nature of his own past experience.

To some a horse is something that runs in competition with other horses to the sound of wild cheering or groaning of great crowds of people over all of which blares the frantic noise of a loudspeaker announcing the "turns." To others a horse is a friendly "gray" that, hitched to a cultivator in the quiet of the farm truck patch, will respond quickly and carefully to a mild "Gee" or "Haw" spoken in hardly more than a whisper. Another reason that sometimes words and sentences have different meanings is because those hearing them prefer to interpret them to suit themselves. For example, most everyone will respond quickly that 2 and 2 make 4, but anyone could, if he preferred, insist "rightfully" that 2 and 2 make 22. In a somewhat more abstract sense, this same attitude manifests itself when the person has had no part in the formulation of the proposed idea. It is not his, it is something thrust upon him, and his own interpretation is the only meaningful and acceptable one to him.

Both these influences of past experience and of preference come to bear upon the objectives and goals of any program, whether it be in education, industry, or politics. Thinking about the objectives for vocational agriculture, then, we are faced with another fact which is far from new. It is the teacher, in direct contact with boys and young men in class, who will determine the validity and the effectiveness of any stated objectives.

The following comparative interpretations of the published objectives of vocational education in agriculture, either of which could qualify as "education of less than college grade for persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm," might not even represent the whole range of teacher reactions or philosophies. But the boys and men in classes can only learn what the teacher believes.

It is the teacher then who must settle for himself the question: "Why am I teaching?" Until he does think about and continuously rethink this question, he will have no real, driving, urgent, compelling objectives. He may be satis-

fied to present students with opportunities to learn profitable cultural practices, or he may accept responsibility for making people better able to meet their own needs. It is agreed often that we satisfy this latter responsibility by creating needs in projects and farming programs. This technique, which is particularly adaptable to vocational agriculture, makes good use of the interest factor in bringing about learning, but does not excuse us from the responsibility of helping the boys and men who come under our influence to develop in all the ways that will enable them to live

more satisfying lives. This means recognition of the particular needs and capacities of each student and development of those capacities, not only for his own good but so that he can and will live in a social interchange that will contribute to society.

To quote from the report of The Committee for The White House Conference on Education: "The order given by the American people to the schools is grand in its simplicity: in addition to intellectual achievement, foster morality, happiness, and any useful ability. The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied, and so far as possible, corrected. This is truly a majestic ideal, and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind."

(Continued on page 127)

A COMPARISON OF TEACHERS' BELIEFS

To make a beginning and advance in farming—

To own a herd of 10 or even 20 good cows; or to own and operate a productive enterprise of any size—and stop there.

To contribute thoughtfully, knowingly, and willingly to the development of the agricultural industry; to recognize establishment and success in a vocation as a personal responsibility to the community and society as a whole.

To produce farm commodities efficiently—

To produce 135 bu. of corn or 500 bu. of potatoes per acre—and be satisfied with that as life's achievement.

To manage an agricultural enterprise in such fashion as to make a profit, and at the same time continuously improve the quality of the product and the service rendered to the consumers.

To market farm products advantageously—

To watch the market for highest possible prices, or to favor and take advantage of all subsidies, with one concern only—a concern for profit.

To study and understand market demands and trends, and to work toward building and development of new markets, in order to improve not only the agricultural industry but the standard of living of all people.

To conserve soil and other natural resources—

To prevent forest fires, install drainage systems, build terraces, or plow on the contour with the limited idea of increasing yields.

To understand the long-time social implications of rebuilding depleted soil, and of continuously improving fertility and resources.

To manage a farm business effectively—

To get maximum output from machines, animals and men in a farm business with little or no concern for their welfare or comfort.

To study and analyze the farm business in relation to other businesses; to understand and care for the needs and desires of others in the business and to make managerial decisions with consideration for those needs.

To maintain a favorable environment—

To keep the lawn mowed, to have running water in the kitchen, or perhaps to have a bathroom and modern conveniences in the house.

To provide a farm and home environment which will be conducive to joyous living, which will encourage the personal development of everyone in the farm and home group, and which will have a wholesome influence on the life of the community. To develop and demonstrate a concern for raising the standards of living for all people everywhere.

To participate in rural leadership activities—

To hold an office in a community organization in order to be able to influence community policy in a way that will be favorable to one's own business.

To understand the interrelationships of human society in the community, the state, the nation, and the world.

To participate actively in evaluation of community resources and needs, and either as officer or worker, to demonstrate a concern for the common good.

Let's define our terminology

A basis for better understanding of objectives.

DON MEADERS, Consultant, Dept. of Public Instruction, Michigan.



Don Meaders

WHAT do you mean when you use the term goal? Is a goal different from an objective? Do other people know what we mean when we use the many terms so common in vocational agriculture?

The list of definitions of terms in vocational and practical arts education compiled by a committee of the AVA* does not include many of the terms frequently used by workers in vocational education in agriculture.

Although common agreement on definitions of all terms is not expected, consideration should probably be given to some of the definitions frequently used in agricultural education.

Some terms and definitions used in agricultural education were reviewed by the staff of the Agricultural Education Service, Department of Vocational Education, in 1955. The discussion at that time clearly revealed many differing definitions and uses of the same terms. Many of the terms had more than one acceptable meaning.

Some Proposed Definitions

The following terms and definitions are presented as supplementary to those already available in the AVA publication.

Ability—Adequate knowledge and understanding, plus a reasonable amount of skill in doing; or to be able to do.

Examples: The ability to apply fertilizer by broadcasting.

The ability to manage a dairy herd.

The ability to interpret experimental data.

The ability to adjust an electric welding machine.

Appreciation—A kind of feeling toward something; putting on a right or just estimate or value.

Examples: An appreciation of agricultural research.

An appreciation of sanitary conditions in the farm home.

Skill—Anything that the individual has learned to do with ease and precision, either of physical or mental character; an ability cultivated so as to produce a high degree of efficiency; it implies adjustment and discrimination.

Examples of teaching skills: Finding, judging, and using problems.

Planning for the class discussion.
Measuring the results of the teaching.

Evaluation—Appraisal of progress or worth; either the process or product of judging or placing a value upon, such as the value of an educational experience in bringing about desired types of growth.

Measurement of achievement—Either the process or product of determining the quantity, quality, or value of performance, whether exactly or approximately, with reference to some standard.

Ideal—An accepted concept of perfection; something toward which to strive; closely related to desirable goals. Goals are usually set after the ideal has been established.

Examples: To be a democratic leader.
To be a successful farmer.

Standard—A gauge or yardstick of quantity or quality; a level of performance; a level of achievement or accomplishment attained by a group with which the achievement of a given individual is to be compared for the purpose of evaluation.

Examples:

<i>Herd Classification</i>	<i>Average Annual B.F. Production</i>
High Third	335.0 lbs. or more
Middle Third	278.8 lbs. to 334.9 lbs.
Low Third	278.7 lbs. or less
Overall Average	308.7 lbs.

(Note: Standards are sometimes confused with goals. Standards are particularly useful for setting goals and may become a goal.)

Goal—A desired end; describes levels of achievement which individuals or groups believe they can attain; *specific* as compared to *general* for objectives; common usage in agricultural education implies *production goal*.

Examples: Sixty bushels of corn per acre.

One lb. of gain from each three lbs. feed.

Sixty per cent of Chapter members participate.

Objective—Something expected to be attained; in education, the end toward which an educational activity is directed; in agricultural education, theoretical distinctions are made between educational and agricultural objectives. Changes in people are classified as educational objectives and changes in agriculture as agricultural objectives.

Examples: Objective as *process*—Change in behavior of knowing, doing, or feeling or some combination of all three.

Objective as *product*—Changes in knowledge, abilities, and attitudes.

Educational objective—The ability to produce farm commodities efficiently.

Agricultural objective—Efficient production of farm commodities.

Problem—Any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking; a perplexing question demanding an answer, or the spread between *what is* and *what is desired*. (A *question* calls for a statement of knowledge on the part of the person questioned and of necessity only for a repetition of facts. A *problem* is a question demanding the organization of knowledge and the exercise of reflective thinking before the answer is given.)

Examples: What hay crop should be grown?

When should the sows be bred for spring litters?

What litter should James use for his baby chicks?

(Note: Real problems demand answers in terms of *conclusions* which are **PLANS OF ACTION**.)

Objectives Are - - -

(Continued from page 126)

Most conferences of scientists, particularly physicists, these days devote some time to a discussion of the limitations of their science. Many of them realize that they are only gradually revealing small bits of a great universal and interrelated truth. More and more frequently we are hearing and reading opinions to the effect that the scientist who can give no statement of validation of his work outside of his own field of science is responsible for the depreciation of all science.

We should have no fear of the specialization that has come to be a part of our modern life, but rather understand each specialized area as a part of the whole. Education would then develop in students an inquiring disturbance about their relation to other areas of study and to other people, and the need for general education would be met. This is a problem for students in all areas but is of particular importance to teachers if teaching is to have its deserved place as a profession.

Without concern for man's destiny, teaching is just a job, not professional. Success in a profession depends upon the *quality* of service one renders. Teachers of vocational agriculture must decide about the quality of their contributions to the lives of the boys and men in their classes. Then, and only then, will vocational agriculture have meaningful objectives.

Indiana has in effect this year for the first time a new method of reimbursement based on the rating of the departments of vocational agriculture. It emphasizes larger payments for departments with a shop, an FFA Chapter and a complete program.

*Definitions of Terms Used in Vocational and Practical Arts Education, American Vocational Association, Washington, D. C., 1954, 28 pp.

Will our Vo-Ag program keep pace?

Changes in agriculture are a constant challenge.

HOWARD CHRISTENSEN, Teacher Education,
University of Nevada.



Howard Christensen

"FEWER workers on farms, investments per worker higher." "Productivity rising—per acre, per animal, per man." "Off-farm work by farm people increasing." "Income per person of farmers lagging behind that of non-farm people." These head-

ings taken from the USDA Outlook Charts for 1956 summarize the majority of the farm problems that affect our program today.

Farm people generally are in a period of unrest and change. Any change or unrest in the farm population brings similar unrest to professional people serving the farmers. Many of our vocational teachers are asking "What effect will this change have on my job?"

All indications point to the fact that once "Farmer Brown" sells out and goes to town he won't be back and in general no one new will take his place. Some of our best agricultural economists are suggesting that plans be initiated to give financial assistance to help people leave the farm.

In general the higher the standard of living enjoyed by a nation the lower will be the percentage of people operating the farms. Therefore, we cannot fight change but neither can we ignore it. I believe in many respects a new set of standards or philosophy is needed in our vocational agriculture program, or in many areas a more workable adaptation of the present standards needs to be adopted.

Carl Shoemaker, USDA Marketing Specialist, at an Agricultural Economics Workshop held this summer for the

Nevada Vocational Agriculture instructors made the point that out of ten average farm-reared boys two will stay on the farm, two will go into related farming occupations, and six will work in non-farming occupations.

The boys who will enter farming combined with those who will enter related farm occupations are in the minority. If you add the town boys that come into our programs that minority becomes even smaller.

What Should We Do?

1. *Stop stressing total numbers enrolled in vocational agriculture, but instead stress quality of training.* In many areas instead of striving for two teachers in a department we must cut back to one. However, in certain schools we must hold enough non-farm boys to maintain a program. This is our basic problem in Nevada because our average enrollment is about twenty-five. If we are too restrictive on non-farm boys, our school administrator will question the use of teacher time. Nevada has produced national officers and regional star foundation award winners from schools with a total enrollment of less than thirty. In the small schools we need to be fairly selective in the enrollment during the third and fourth years of vocational agriculture.

2. *We must recognize that, the welfare and education of farm people is our obligation and that farming is an honorable and necessary occupation.* A vocational agriculture leader who varies from this concept has failed his trust. Farming now and in the future is and will become more complicated. Greater training will be required in farm management and scientific production. If we in vocational education are going to fulfill our obligation we must likewise become more specialized and better trained.

3. *We must broaden our curriculum to meet more generally the needs of all students in the class.* This can be done by giving basic fundamental training in farm mechanics which would meet the needs of farm boys as well as the large group of boys who enter the non-professional type jobs as construction, truck driving and occupations requiring very little intensive training beyond high school. More emphasis needs to be given to on-the-farm training to boys who have acceptable farming programs.

4. *The area of farm management needs to be stressed.* Additional emphasis should be on the business aspects of farming. Good instruction in marketing and management with emphasis on agriculture is as sound for boys planning to enter the related farming areas and semi-skilled occupations as it is for farm boys.

5. *The guidance functions of a vocational teacher should be stressed and improved.* Our guidance problems are now in the form of a double-edge sword which seeks to guide only those boys into farming who have a chance of success while guiding all others into profitable professions. In the past it seems to me our teacher trainers have instilled into the young teacher that his job was to get as many boys into farming as possible. I am not suggesting a complete change in this objective, but I am suggesting we guide students into farming with caution.

6. *We must believe in our program.* We must feel we have something to offer all boys who enter our classes. I taught school for twelve years in a poor farming area. The vocational agriculture department had an enrollment of about thirty. Less than half of the students were from full-time home farms. I found from a study of those who had enrolled in the department during the last twenty years that the largest percentage of boys entered non-professional semi-skilled jobs. When challenged by anyone as to the value of the program I could point with pride to the boys who entered farming or related farm occupations. I could say of the student who entered the semi-skilled occupations or common labor that our program pro-

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Devices to increase effectiveness of instruction are being used by Garland Wood, Asst. Professor of Agricultural Economics, and L. T. Wallace, Extension Economist, in the Agricultural Economics Workshop for teachers and Extension workers held at the University of Nevada last August. They make use of the flannel board in demonstrating principles of farm management.



Professor Christensen addressing the group at the Agricultural Economics Workshop for Vo-Ag Teachers and Extension workers. Other participants seated in front row, left to right, are—Charles Falkerson, student; Dr. E. E. Wittwer, Assoc. Director, Resident Instruction; Dr. John Fischer, Assoc. Professor, Agricultural Economics; and W. G. Stucky, Assoc. Director, Extension Service.

One way of stimulating the teaching profession.

Ohio school foundation program a real help

WARREN G. WEILER, Supervisor, Ohio.



Warren G. Weiler

THE NEW OHIO School Foundation Law, which became operative October 1, 1956, promises much for Vocational Education in Ohio. It practically guarantees state financial support for a Vocational Education program in all Ohio communities where an adequate

number of students are enrolled, facilities are available and community interest is expressed for a program.

For the past fifteen years, Vocational funds received from Federal and State sources did not keep pace with the increase in the departments needed and for salary increases. As a result, the reimbursement for salary to local boards had decreased to approximately thirty-one per cent. Reimbursement for travel was twenty-eight per cent. Schools that serve larger numbers of in-school students, young and adult farmers receive a slightly larger reimbursement; and teachers who conducted courses for out-of-school groups received reimbursement which was based on the number of approved sessions held.

School Foundation Not New

A school foundation program has been in existence in Ohio since 1934. However, many felt it was inadequate and in 1953 the Ohio General Assembly provided for a School Survey Committee to study the situation. Under this program the schools were reimbursed on a basis of enrollment. The schools which offered comprehensive programs received little more money than those which offered limited programs. Also, the qualifications of the teachers were not considered. After months of intensive study of Ohio's educational needs the committee recommended some major changes in the organization and financing of the Ohio school program. These were followed quite closely by the 1955 General Assembly when the Foundation Law was written.

Briefly the law is designed to do the following:

1. Guarantee a minimum educational program in every Ohio school if the local board provides the return from a ten mill operating levy.
2. Provide additional finances when a more comprehensive school program, including Vocational Education, is provided. Costs are calculated in terms of services provided rather than per pupil allotments.
3. Share in the maintenance and operation of classrooms and equipment.

4. Encourage the employment of more adequately trained teachers and the payment of better salaries.
5. Discourage the overloading of teachers.

How It Operates

Generally the costs are based on educational units, and the number of units allowed to a school for the general program is determined by dividing the number enrolled in high school by 30. Vocational and special education units are in addition to this, and these are approved by the State Board of Education in schools where a reasonable number of farm boys is enrolled, adequate facilities are available and the community has expressed, through the local school board, an interest in a department of Vocational Agriculture. The State Supervisor's office was asked to establish a basis for the approval of units or fractions thereof.

To determine this, the state staff sought the suggestions and counsel of the State Advisory Committee of School Administrators and the Executive Committee of the Ohio Vocational Agriculture Teacher's Association. The plan finally evolved received the approval of the State Board of Education. Some of the major provisions follow:

- I. A Vocational Agriculture Unit is defined as a school program with three approved high school classes and two conference periods.

A. Enrollment is considered in determining the number of classes which will be approved. The schedule which follows serves as a guide. In addition, the enrollments for the past four years as well as changes in school territories are also considered.

1. 15 to 17 inclusive (Twins Departments) $\frac{1}{2}$ unit
2. 18 to 27 inclusive $\frac{3}{4}$ units
3. 28 to 45 1 unit
4. 45 to 60 may be approved for $1\frac{1}{2}$ units
5. 55 and more may be approved for 2 units
6. 60 and more should be approved for 2 units

The out-of-school program is not included in determining Foundation units but is financed entirely from State and Federal Vocational funds.

- II. When a $\frac{3}{4}$ unit is recommended the remaining $\frac{1}{4}$ of time is to be devoted to the development of Young and Adult Farmer programs. When a satisfactory out-of-school program is developed, the local board will be reimbursed, from Vocational funds, for approximately 75% of the salary for the $\frac{1}{4}$ time not used for all-day instruction.

- III. The units are financed from Foundation funds if the local district assesses itself 10 mills and this does not produce sufficient revenue to finance operating costs, including salaries, transportation, \$1425.00 per classroom unit for operation and maintenance, local supervision and fringe benefits such as pension, sick leave, etc. In most rural districts this ten mill levy is not sufficient for the general school program. Vocational units are then financed largely from Foundation funds.

- IV. Vocational funds will be used largely to pay for supervision, teacher training, local travel (75%), research, in-service education and the Young and Adult Farmer programs. In addition to the help given local boards for this purpose in the $\frac{3}{4}$ unit centers, teachers will be paid \$10.00 per session for approved evening classes. However, this does not apply in departments where fractional units have been approved and more than the two conference periods are available to the teacher to develop the out-of-school program.

A Professional Stimulus

Vocational Education is placed in a favorable position in Ohio as a result of the provisions of the Foundation Law. Comparatively only a small amount of Vocational funds will be needed to reimburse salaries of local teachers even though all requests for departments from communities with adequate facilities and a reasonable number of farm boys were approved. This will release State and Federal Vocational funds for an expanded out-of-school program, for a more adequate travel budget, for a more complete in-service training program for teachers, a more comprehensive research program, and other needs as they may arise. □

Will Our Vo-Ag Program Keep Pace?

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vided him the best training offered by the rural high schools. For the more advanced student not interested in farming there is a tremendous demand for professional workers in the field of agriculture.

7. Improve our young farmer and adult training programs. This will enable us to make our training more completely vocational. And out of school programs will help to more fully utilize the teacher's time and talents.

To improve our vocational program to meet the changes in farming offers us a constant challenge. It will require continual evaluation and improvement of our programs. □

Kentucky has evaluated, with the help of lay committees, one-half of the departments of vocational agriculture in the State. They are planning to complete the evaluation this year. A few departments have been eliminated as a result of the evaluation.

An answer to some current criticisms.

Must we change our objectives?

PHILIP S. BARTON, Teacher Education, University of New Hampshire.



Philip S. Barton

THERE is apparently a considerable discussion as to the appropriateness of the Smith-Hughes Law.

Some say the law is entirely satisfactory and that it should be followed implicitly, while others say it should be revised to meet the needs of a changing agriculture. Still others say it is not a question of revision but of interpretation.

Those who consider the law from a strictly vocational viewpoint, and advocate providing a complete program of vocational education in agriculture including all-day, young farmer and adult farmer programs, will likely support the law as it stands without revision and with a reasonable and conservative interpretation of its intent.

Those who say it should be revised will be likely to argue as follows:

- a. We are only giving lip service to the law anyhow.
- b. Only 30% or less of our all-day students become established in farming.
- c. The trend is toward fewer farms but many related occupations and vocational education in agriculture should assume the responsibility of training for these occupations.
- d. Vocational agriculture is the best program now available in many rural schools for many boys even though they do not intend to enter farming, so let's legalize their enrollment.

A Liberal Interpretation

Those who say it is a question of interpretation rather than revision are apt to be quite liberal in their views and are likely to see a much broader coverage than was originally intended. For example: they might interpret Dairy Herd Improvement Association testing, farm equipment service, artificial insemination technicians, and retail sales of agricultural products from road side stands as being work of the farm or the farm home.

Because of the rather widespread discussion and questioning of the Smith-Hughes Law it would appear that some people have a different aim and have different objectives in mind than is outlined in Monograph #21, "Educational Objectives in Vocational Agriculture", Revised 1955.

Facts or Opinions?

How much of the discussion regarding needed changes is based on fact and how much is based on opinion without

fact is a moot question. Be that as it may, I am sure it behooves all of us in Agricultural Education to make a careful and factual study of the situation before advocating any change in or a supplement to the present law. Section 10 of the law which has to do with vocational education in agriculture states: 1. "...that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or the farm home." 2. "...that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farm for at least six months per year". It is unfortunate that the authors of the act did not say education in farming rather than education in agriculture but the intent is clearly indicated when you examine the above quotes.

The Present Aim

Since the passage of the act much careful thought has been given to a determination of the aim and objectives of vocational education in agriculture. Several revisions have been made in the original manuscript, "Training Objectives in Vocational Education in Agriculture". The latest revision in 1955 has the following stated aim and major objectives:

Aim: To train present and prospective farmers for proficiency in farming.

Major Objectives: To develop effective ability to:

1. make a beginning and advance in farming.
2. provide farm commodities efficiently.
3. market farm products advantageously.
4. conserve soil and other natural resources.
5. manage a farm business effectively.
6. maintain a favorable environment.
7. participate in rural leadership activities.

Everyone engaged in vocational agricultural education is familiar with this aim and these objectives. I question whether any individual can thoughtfully deny the fact that they are quite effective, by and large, in guiding our programs toward the accomplishment of the controlling purpose of the Smith-Hughes Act.

Safeguard the Vocational

We should be seriously concerned that our education in agriculture be truly vocational as that is of prime importance if we are to make progress in

training for and obtaining establishment in farming.

There are certain situations existing which tend to cause concern, but whether or not a revision of the law to allow for broadening of objectives is a solution to the problem is a highly debatable question.

We know there are fewer farmers and farm workers in this country today than there were 50 years ago. In 1910 there were 13.6 million people employed in farm operations whereas in 1954 there were only 8.5 million. Are some of us worried because of fewer boys electing to farm with consequently fewer all-day students in our classes? We shouldn't be. Vocationally speaking we can do most for the young farmer group but in 1955 we had under 47,000 enrolled in young-farmer classes. There must be at least three young farmers to each all-day student and in 1955 we had just under 457,000 all-day and day-unit students enrolled. Statistics show more adult farmers than young farmers and yet in 1955 we had only 272,000 enrolled in adult farmer classes. We say that a person learns when there is a need; then let's be realistic and put the greatest emphasis on those who need. It is a tragic thing that educators are so conservative that education lags so far behind the need.

Limited or Total Program?

In many communities, in the Northeast at least, we continue to maintain departments with a watered down program of instruction, so far as farming programs are concerned, when there are not enough real farm boys to make the all day instruction effective and truly vocational in nature. The need is not there so far as these in-school groups are concerned and consequently the students do not learn effectively.

Are there enough young farmers and adult farmers to compensate for the limited number of all-day students in such localities? And are they real commercial farmers? Farming opportunities change, they do not remain static; industry and residential areas may be moving in and farming moving out. Is there anything so sacred about a department of vocational agriculture that it cannot be dropped where the real vocational need is gone? Many folks in Agriculture Education feel that we are trying to provide vocational education in agriculture to 14, 15, and 16-year-old boys before they are ready for it. Readiness and use are extremely important so far as interest is concerned and interest is highly essential to effective learning.

The "Related Occupations"

Some people are concerned over the related occupations area and the responsibility of vocational education in agriculture for providing the training. To do so, they say we must broaden our objectives and in order to do this we must revise the organic act. Within the patronage area of a local department of vocational agriculture there will be a limited number of jobs of any one type.

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Your professional attitude

May be the key to a progressive program.

JOHN A. SCOTT, Vo-Ag Instructor, Plymouth, Iowa.



John A. Scott

EVERYONE recognizes that the key to a successful and progressive program of agricultural education in a local department is in the hands of the teacher of vocational agriculture. Whether or not he will use this key to unlock the door that will provide the most assistance to the greatest number of farm people who can benefit from training in vocational agriculture depends on many factors. However, one of the most important of these factors is the professional attitude of the teacher.

Frequent reference is made to this professional attitude and to professional conduct on the part of teachers of vocational agriculture. It is usually agreed that teaching is a profession. Therefore, teachers are expected to behave professionally. However, there seems to be many mis-concepts, or confusion, if you please, regarding what is meant by professional conduct.

Some Characteristics

Professional conduct is not easily defined in a few words. This writer will not attempt such a definition. However, listed here are a few characteristics associated with a truly professional teacher.

The professional teacher does not require close supervision or direction. He directs himself. He plans his own activities. He works independently. He analyzes and evaluates the direction of his program. He uses this analysis and evaluation to improve himself and his department.

The professional teacher does not regard himself as an employee. He does not consider himself to be working for a "boss". He regards his superintendent, principal, and supervisors as fellow professional workers; and they, in turn, regard him in the same light.

The professional teacher does not work by the hour. He does not expect to adhere strictly to a minimum time schedule. He adjusts his working hours to meet the necessities and responsibilities of his position, without thought of "overtime" or to a "standard work week."

The professional teacher does not expect to be paid by the hour, week, or month. He expects the over-all sum for which he has agreed to perform his duties. This sum is based upon the responsibilities involved and the professional services rendered. Teachers who demonstrate this are those whose compensation is usually highest.

Responsibilities Are Accepted

The professional teacher takes full responsibility for the results of his efforts and actions. He makes his own decisions and acts upon them. He may seek advice and counsel, but he does not attempt to transfer responsibility for his own mistakes to others.

The professional teacher contributes to the skill and knowledge of the profession. He develops new ideas, plans, materials and methods. He gladly shares these with fellow teachers.

The professional teacher respects the confidence of others. The welfare of those he serves often requires that information concerning them remains confidential. He never violates this confidence.

The professional teacher is loyal to his fellow teachers. He never "gossips" about them nor about those he serves.

The professional teacher avoids rumors and hearsay. He does not credit or repeat information received through the "grapevine". He procures information which is important to him directly from those authorized to release it.

Proper Administrative Relationships

The professional teacher adjusts his grievances through proper channels. He discusses them directly and privately with those authorized to make adjustments. He does not "go over the head" of his administrator. He refrains from grumbling and complaining to others.

The professional teacher meets his professional obligations. He fulfills completely all agreements and obligations entered into with fellow workers, whether they be legal or moral obligations.

The professional teacher is sensitive to the problems of his fellow teachers and the school. He always considers the effect of his actions upon the welfare of the entire educational program.

The professional teacher does not advance himself at the expense of others. He strives for advancement in the profession only on the basis of superior preparation and professional performance.

The professional teacher is proud of his profession. He always reflects to those outside the profession a pride and satisfaction in the work in which he is engaged.

The professional teacher's chief desire is to render service. To improve and develop the individual student as completely as possible is the end toward which the professional teacher devotes his career.

If all teachers of vocational agriculture developed this professional attitude toward the program and with those with whom they work, the total program would go forward at a rate unparalleled since its inception. □

Must We Change - - -

(Continued from page 130)

For example, how many milk testers, equipment sales and service men, feed, seed and fertilizer dealers are there? According to the proponents of related occupations training, each of these areas needs somewhat different instruction. If such training is to be truly vocational, it must be specific to a considerable degree. How can the expense for training such limited numbers be justified by the local community? How many of these related occupations require training beyond grade twelve? At present we have very limited evidence and need for much more factual information as to just what kind of training is needed and at what age levels such training should be directed.

Some Changes in Prospect

On July 27, 1956 a bill S.4301 was introduced in Congressional Session. This Area Vocational School Bill, if and when it is passed by Congress, will without doubt, provide federal funds for vocational and technical training in agriculture as well as in other areas on a matching basis by state and local funds or both. This bill if passed will help to provide the opportunity for the initiation of training in the allied occupations. It could be a solution to the problem of limited numbers which will most assuredly be faced so far as a great many local departments of vocational agriculture are concerned. It will also provide training at a more effective age level since students in grades 9, 10, and to some extent in grade 11 will be eliminated almost entirely because of the minimum age limit of 16 years.

We have made slow but steady progress since the passage of the Smith-Hughes Act in raising standards, perfecting the learning-by-doing techniques, and in developing complete farming programs for all-day students. We still have a long way to go in the selection and guidance of the right students into the all-day programs. We have a very long way to go in meeting the needs of young and adult farmers. Much of our progress to date is the result of having had an aim and some real objectives toward which we could direct our instructional programs. We have a great deal of work still to be done in more fully establishing a real vocational level to these instructional programs, especially with all-day students.

Do we need and should we have a revision in this aim and these major objectives for vocational education in agriculture if we profess to want a program of instruction that is truly vocational? Or is it a question of doing a far better job toward real accomplishment of the aim and objectives we already have? □

Michigan is experimenting with new techniques in having teachers serve more than one high school. They are also experimenting with new procedures in conducting young farmer classes. These experiments will run for five years.

How do you answer this question?

What are your objectives?

KENNETH LIGGETT, Vo-Ag Instructor, Lynden Center, Vt.

WHEN the sixty-fourth congress made Vocational Agriculture an actuality in 1917, it stated that the primary objective was, "to prepare for useful employment those who were engaged in, or were planning to become engaged in the work of the farm."

In today's much more complicated environment I do not believe that this objective in itself is sufficient. It may still be our primary objective, but it must be coupled with several others.

The business of farming today requires many trained men in related areas, and because of this we must include in our objectives the training for useful employment of those who wish to enter into the related areas of agriculture. Since this group is as large or larger than the group that actually enters into the business of farming perhaps more of our emphasis should be placed here.

Two Other Objectives

There are two other objectives which we all have, but probably they are not as foremost in our minds as the other two; these are "To prepare our students so that they will be useful members of society," and "to help our students become well adjusted individuals who can face life with an understanding and the ability to overcome the complicated problems as they arise."

The first of these two latter objectives we accomplish through our work in FFA. If we are able to develop a strong well organized Chapter in which each member does his part we have made a good start in developing each individual's understanding of the part he must play in society.

A Joint Responsibility.

The second of these objectives is much more challenging. You ask, "Why

should that be one of our objectives more than that of anyone else?" Perhaps it shouldn't be yours more than other faculty members and parents, but you may be able to do more about it. You are much better acquainted with your students as individuals and their homelife and problems than any academic faculty member. Because of this you can advise and help where they cannot. Every growing boy needs someone outside the family circle in whom he can place confidence and to whom he can go for help. You often are that individual.

Objectives in teaching are quite intangible. You may even have a different set for each individual student, and the results are so often not seen for several years that at best it is sometimes discouraging. However, I feel that if we do our best in disseminating recent information and in perfecting good working techniques, and if we set as our goal "to impart something from our lives that will make for each of our students a full and happy future" we will have accomplished our purpose and reached a worthwhile objective. □

Relation of non-farm jobs to agriculture

A study reveals differences in relationships.

W. HOWARD MARTIN, Teacher Education, University of Connecticut.



W. Howard Martin

THERE is considerable current interest in non-farm job possibilities in agriculture. An exploratory study of non-farm jobs was made in four Connecticut departments of vocational agriculture to identify those non-farm jobs in agriculture which might merit

additional study in terms of their relationship to the program of vocational agriculture.

A form was devised on which students could make a record of individuals who in the course of their work were required to come to the farm in the course of their work. Sixty different students, including all-day and young farmers, cooperated in keeping this record for a period of one month. The records kept indicated the common position-titles given to various individuals who called at the farm and also listed examples of work done at the farm. In addition, each student maintained a record of off-farm contacts made by the farm operator during the same period. The records kept by students were summarized and multiplied by 12 to give an annual basis. (Objections to this method of arriving at annual figures are recog-

nized.) Seventy-five different position-titles (common usage) were listed by the students. These were grouped for purpose of summarizing under the five headings as shown in Table 1.

TABLE 1. CONTACTS PER YEAR (60 CASES)

Group	Total	AT THE FARM			AWAY FROM FARM		
		No.	Per Farm	% of Total	Total	No. Per Farm	% of Total
Salesman	2,957	49	25%		816	14	23%
Buyer	2,243	37	19%		1,327	22	38%
Service or Custom farm work	5,728	95	49%		240	4	7%
Employee of local, state, or federal government	473	8	4%		1,039	17	30%
Miscellaneous	342	6	3%		61	1	2%
TOTALS	11,743	195	100%		3,483	58	100%

Jobs Vary in Their Relation to Agriculture

The data suggest that numerous non-farm job opportunities in agriculture existed in these four Connecticut communities. However, not all contacts listed were clearly of a type which would require a knowledge of agriculture. "Salesmen" included persons selling fire extinguishers, paint, magazines, and insurance as well as seed, fertilizer, spray materials, and farm machinery. It is assumed that the latter would require some knowledge of agriculture in order to succeed in their work.

FFA and young farmer members seemed to enjoy making the record of

on-farm and off-farm contacts. Their participation, according to teacher observation, served to stimulate interest in additional study of the non-farm agricultural jobs in their communities. This does not mean training or education in performance of the job. Much additional information is required before a specific vocational training program may be realistically conceived. For the present time, it appears that the teacher of vocational agriculture can:

1. Call attention to non-farm jobs in agriculture within the community.
2. Point out the importance of specific agricultural knowledge for selected non-farm jobs.
3. Point out requirements for special schooling associated with selected non-farm jobs.
4. Aid in conducting additional studies in this general area. □

Teachers are developing and using charts in increasing numbers indicating visitations to class members.

Alabama, Florida, and Georgia have sponsored jointly a TV training program. A workshop was held for teachers.

Professional improvement is essential

Effective teaching and professional standing are at stake.

ANDREW P. TORRENCE, Department of Agricultural Education,
Tuskegee Institute.



Andrew P. Torrence

ALTHOUGH good teaching of vocational agriculture is based on the effective use of methods, materials, motivation, and evaluation, these devices cannot be used effectively unless a teacher continually grows professionally. The person who was considered educated yesterday is uneducated tomorrow, if he has not learned something today. If he was educated with respect to the use of methods, materials, motivation, and evaluation yesterday, and he has not learned anything today, then he will be uneducated about these matters tomorrow. The same thing holds true when it comes to knowledge and skills in the area of technical agriculture. This may sound fantastic, but it is not fallacious fabrication. Just a few years ago many states recommended and used the traditional, often referred to as vertical, type of curriculum in teaching vocational agriculture, whereby a different phase of agriculture was taught to the different grades each year. Use of this type of curriculum has now been replaced with the use of an integrated type of curriculum. Better methods, materials, and motivational procedures are continually being discussed and discovered. The good teacher is one who keeps up-to-date on the advances in his profession.

Change Is Rapid

Advances and discoveries in technical agriculture move along at a terrific pace. Vocational agriculture teachers have the tremendous responsibility and obligation not only to funnel the results of this agricultural information to farmers in our communities, but also to interpret these results so that they might be understood, appreciated, and profitably utilized. This job requires good teachers and leaders.

The Values

Professional improvement is valuable to the school, to the vocational agriculture teacher and to the community in which he works for many reasons:

1. To improve one's self gives personal satisfaction to the teacher. When you cease to grow you begin to die. When growing stops, dying starts. There is inherent reward in self-improvement. Also, the height of one's attainment depends largely upon how long he can continue to grow.

2. Professional growth and improvement insures the institution of a continuously vitalized school program. This is important even from a selfish point of view. Ours is a profession that depends upon the local, state and federal government for support. No one is willing to invest money in a concern that does not exhibit vitality, growth and improvement.

3. Community improvement is in part the result of professional improvement of teachers. Booker T. Washington once made this admonition: "Lay hold of something that helps you, then use it to help somebody else." Certainly if we are to help the people whom we teach to grow and improve, we must first grow and improve ourselves. The man who refuses to improve himself is very unlikely to improve anyone else.

There is nothing so beautiful or as wonderful as seeing the growth of individuals, animals, plants, communities or institutions. That's why the gardener goes out just to look at his garden during his leisure time. That's what makes the home town boy proud when he returns to his local community after an extended absence to see improved homes, better farms, and more intelligent youth and adults.

4. Professional improvement elevates our profession, increases our command of facts and techniques, magnifies our ability to manipulate principles and concepts in our field, and enables us to help lift the community higher economically, socially, culturally, and spiritually. There is enough inspiration in seeing ourselves and others grow to call forth our highest hopes, our deepest concern, our greatest regard and our strongest determination to carry forward the ideals of our profession. Though never realized in full, without this the farmer in our local communities would remain forever the man with the hoe.

How Achieved?

Now that we visualize the importance and significance of professional improvement, the next question is how can it be achieved. Let us briefly suggest some ways through which professional growth can be achieved.

1. Through a systematic study of current literature. Every year much good material is published in papers, bulletins, magazines and books that would contribute much to professional growth if read and studied. Much of this material is free, some is available at a nominal cost. The successful businessman puts some of his earnings back into his business. The good teacher is willing to put some of his earnings back into his own further development. Reasonable personal expenditures of money for professional literature is money well invested.

2. Through association with professional colleagues at formal and informal meetings. Exchanging ideas at such meetings can be valuable from a fellowship as well as a learning point of view.

3. Through learning more about your local community. A teacher should be a scholar at all times. He can't be a good teacher except he be a good student. The teacher grows as he studies his students, both youth and adult, and as he studies the history and natural resources of his community. He grows as he learns more about the social, spiritual and economic values of his community. Through insight gained from such knowledge, the teacher is better able to make an approach that will yield the best possible results in his community.

4. Through contributing to the literature and to research in your field. To write and contribute to professional magazines some of your unusual accomplishments would not only elevate the teacher, but it would also give profitable suggestions and aids to his professional colleagues.

Teachers of Vocational Agriculture have the privilege and the responsibility to be consumers and producers of research. They have a unique opportunity to aid in research programs because they are probably at the focal point of the whole education system. Research is simply a scientific method of searching for truth. It is an effort to find the facts. Certainly, the good teacher of vocational agriculture is characterized as a person with a curiosity of mind and a generosity of spirit. Possession of these two faculties will lead a person to perform research and to use the results better to help people in his community and to diffuse his finding through meetings and publications to help his fellow workers.

5. Through graduate training at institutions of higher learning. Most, if not all, of the vocational agriculture teachers in Alabama who do not have the Masters degree avail themselves of graduate training. After the Masters degree is received, there is still much that can be gained from taking "refresher" courses and courses that could not be worked into the schedule while working toward the degree. As a matter of fact, a person might even learn more after receiving the Masters degree than before because courses can be less structured and one is apt to study more for content and less for grades.

I've been told that there are three kinds of people . . . those who make things happen . . . those who watch things happen . . . and those who have no idea of what is happening at all! As teachers, we cannot afford to be that second and certainly not that third kind of person. Youth wants to know, and we cannot give him the information and inspiration that he wants and needs if we are fast asleep. **PROFESSIONAL IMPROVEMENT IS ESSENTIAL TO GOOD TEACHING.** □

Man's greatest need is to learn.

This applies to you and your professional affiliations.

"For five cents"

CLARENCE J. HEMMING, Vo-Ag Instructor, Alexandria, Minn.



C. J. Hemming

WHAT can five cents do for you? If you were to invest five cents each day for a year, you will have invested \$18.15 during the year. Would you believe that this amount spent daily, would protect and increase your income, would publicize the work that you are engaged in and would provide representation for you on the state and national level in affairs concerning you and your job?

Yes, and that is only a part of what the membership in my State Vocational Agriculture Instructor's Association, Inc. will give me.

The Association has won for us in our state sustained and increased appropriations for the carrying on of our vocational program. We believe that there is a sound basis for state reimbursement to assist in the development of leadership, citizenship and cooperation among farm youth and increased efficiency on the farms of Minnesota through complete programs of vocational agriculture. We believe that there is a great need for an expansion of the program into new rural communities and in the existing departments. Our association has been a positive force in stimulating interest and in encouraging assistance by the state government and by the public schools.

Some of the Returns

The MVAIA promoted the increase in mileage reimbursement provided by state law several years ago. The change in rate from 5 to 7½ cents means an increase to cover the cost of operating your car upwards of \$150. In one year, enough was gained to pay our dues for 8-10 years. On this basis alone, this writer would say that non-members have shirked their responsibility to their professional organization.

The MVAIA has provided a tool for effective teaching through the printing of the Record and Planning Book series. The new revision is the work of this organization. True, a group of teachers revised it, but the organization is its members.

The MVAIA has designed a professional publication "The Ag Man." "The Ag Man" is unique in its field. Its professional character, and its general interest has won for Minnesota agricultural teachers a national reputation. It has, through its wide circulation, spread the philosophy of vocational agriculture in the public schools to government officials, legislators, educators and to

businessmen. Each issue has articles to strengthen our professional training and has performed a great public relations function. What is its value? You name its value.

The MVAIA has worked for strengthened support and increased services from the University of Minnesota. The bulletin distribution plan, the increase in the farm mechanics program and the inclusion of agriculture departments as an arm of the University in its educational program for farm people are credited to the work of the MVAIA.

The MVAIA has made it possible for instructors to work together to solve their problems, to work and to assist in the formulation of state policies, and to assist in the planning of state conventions, summer conferences and workshops.

There are so many more things that have been done by the MVAIA. For less than 5¢ per day, this we have accomplished. Can any instructor dare say he has not received anything for his dues. Ask yourself the same question about your own Association.

A Small Investment for So Much

But wait! This is only a part. Membership in the MVAIA has not been just this. It has included affiliation with the National Vocational Agriculture Teachers Association. The NVATA joins together more than 9000 instructors over the nation.

The NVATA offers an opportunity for teachers all over the nation to discuss, formulate and advise on National policy. They have stimulated interest in professional improvement.

The NVATA, to mention only a few of its aims, purposes and accomplishments, has:

1. Greatly improved the working relationships between the National farm organizations and instructors of agriculture. The fine support of these organizations on the state and national level are evidences of this.
2. Gained representation on the advisory council of the U. S. Department of Agricultural Education.
3. Worked toward standardization of commercial materials usable in the program.
4. Studied state and national retirement plans.
5. Studied the salary situation in the profession.
6. Cooperated with the National Education Association and its Rural Education Department to gain their support for vocational agriculture.
7. Been represented at a meeting of UNESCO.
8. Supported the plan to have the American Vocational Association hold its annual convention during

the summer months so that more teachers might attend.

9. Gained representation on the advisory council of the American Vocational Association.
10. Worked diligently for greater support of our program by the government, and by the businessmen of the nation.

Already the nickel we have spent has more than returned 100% returns. But we find we receive even more. We are also affiliated with the Minnesota Vocational Association. The MVA is the combined strength of all the vocational educators in Minnesota. Through united working effort, this organization has worked to gain recognition of the value of all vocational education for the people of our state.

Influence Is Wide-Spread

The legislative work has given us ever increasing financial support from our state. Without the work of its effective committees, we would today be receiving less than one half of the reimbursement we now receive. Not only to each member individually but to the farm people who need and desire an expanding program has this promotion been of great value. The MVA has worked for higher standards and improved services within our state institutions and the state department of education. It has through its annual convention fostered professional growth for the individual member.

What more can one ask for less than the price of a cup of coffee each day? But there is more. Included in our dues is membership in the American Vocational Association. The AVA does for us on the national level what the MVA does locally.

By uniting the forces of all vocational people on the national level, they have preserved and expanded the support given to vocational education, including agriculture.

Every member knows well the story of the attempted reduction of federal aids in 1952, or the proposal to remove agricultural education from the Department of Education and to fuse it into the Department of Agriculture. The AVA was the organization which marshalled the support for increased aid and against the removal of agricultural education from education.

The AVA makes it possible to unite the forces of all vocational workers into effective action on the national level.

In 1956-57, our Association has as its goal 100% membership. Surely no teacher can feel that he cannot afford the small investment which has brought us so many benefits. □

**Theme for January
Issue - - -**

**The Farm
Mechanics Program**

In-service education

Present status, future plans and changes desired.

GEORGE P. DEYOE, Teacher Education, University of Illinois.



George P. Deyoe

TEACHERS of vocational agriculture recognize the need for continuous growth "on the job" in order to keep pace with rapid advancements in the technology of agriculture and in the professional aspects of their responsibilities. In-service programs of education are essential for meeting these needs.

Recently, a study was made to determine the kinds of in-service activities sponsored or shared by teacher-education departments in the Land Grant colleges and universities in the 13 states of the Central Region. Information was secured about recent changes, planned changes, and changes considered desirable in these in-service programs of teacher education.¹ The study was initiated in a Research Conference in Agricultural Education for the Central Region, and it was conducted cooperatively with teacher educators in the 13 states of the region. Although it is recognized that the in-service education of teachers of vocational agriculture is also one of the major responsibilities of supervisors of agricultural education, these activities of supervisors were not included in this study.

What Activities Were Performed?

The departments of agricultural education in all 13 Land Grant colleges in the Central Region engaged in activities for the in-service education of beginning teachers of vocational agriculture. The activities performed varied considerably in kinds and amounts. Visits to beginning teachers were made by teacher educators from each of 12 departments. Thirty-nine teacher educators in these 12 departments spent some time in in-service education for beginning teachers, although 31 devoted less than 25 per cent of their time to this activity. Co-operating teachers from student-teaching centers in six states provided some assistance to beginning teachers. State-wide meetings of beginning teachers were sponsored in five states. A special course for credit was provided for beginning teachers in each of five states.

Each of the 13 institutions reported that one or more of the staff members made visits to experienced teachers of vocational agriculture. Forty-nine teacher educators spent some time in this activity; this includes five who spent 50

per cent or more of their time and 36 who devoted less than 25 per cent of their time.

Twelve of the 13 institutions provided summer sessions in which courses for graduate credit were offered for teachers of vocational agriculture. From 10 to 40 per cent of the teachers attended these sessions in the various states. During the academic year of 1954-55, 10 teacher-education departments each offered one or more graduate courses on-campus for teachers of vocational agriculture. Eight of the 13 departments offered off-campus courses in agricultural education. Eight institutions reported off-campus courses taught by people outside of the agricultural education department but attended by some teachers of vocational agriculture.

A total of 152 noncredit workshops and short courses was reported by 11 institutions during a 12-month period. In most states, all or most of these workshops and short courses were held off-campus. Over half of these were taught jointly by teacher educators and others. Most of the remainder were taught entirely by persons other than teacher educators. In most workshops and short courses, emphasis was placed on technical agriculture.

All 13 states reported an annual state



Field trips to observe farming programs are typical activities in graduate courses in some states. Here the legume seeding in a Vo-Ag pupil's rotation is being examined by a group of teachers in a course dealing with Individual Farming Programs.



Workshops and short-courses are frequent forms of in-service education for teachers of vocational agriculture.

conference for the teachers of vocational agriculture. The length varied from one to five days. In 10 states, these conferences were planned jointly by supervisors, teacher educators, and teachers.

Some kinds of teaching aids and materials for teachers of vocational agriculture were provided by departments of agricultural education in all 13 states. Forty-two teacher educators in 10 states spent some time in preparing these aids and materials. Only five persons spent 50 per cent or more of their time in this work, and these were located in three states.

Seven of the 13 institutions reported that some research of a cooperative or "action" type was being conducted with groups of teachers in the field. Ten institutions reported that some research related to in-service education was being conducted by staff members in agricultural education.

Eleven of the 13 institutions reported that in-service programs were planned jointly by teacher educators and supervisors. Other groups or individuals were involved in planning the in-service programs in most states. These included state advisory committees of various kinds and individual representatives from such groups as the teachers, local school administrators, state administrators, farmers and other lay groups, and teacher educators and administrators from the teacher education institutions. The major features of the plans indicated most frequently were summer courses, workshops and short courses on technical agriculture, off-campus courses for credit, follow-up of first-year teachers, and development of instructional aids.

In-service responsibilities in most departments of teacher education were delegated among staff members, and few persons spent major portions of their time on any one phase of the program. In a few states, nearly full-time attention was given by some teacher educators to such phases as programs for beginning teachers, visitation of teachers, and preparation of teaching aids.

(Continued on page 136)

¹George P. Deyoe. *A Study of In-Service Education for Teachers of Vocational Agriculture by Departments of Agricultural Education in the Central Region*. Division of Agricultural Education, College of Education, University of Illinois, Urbana, 1955.

North Dakota got some facts about - - -

Pick-up trucks for Vocational Agriculture

EMIL VALLAGER, Vo-Ag Instructor, Wahpeton, N. D.



Emil Vallager

THE nature of the Vocational Agriculture program often necessitates that much hauling be done. Seed, feed, livestock and equipment must be moved. Students go on field trips. Exhibits need to be transported to fairs and shows.

The Ag department requires materials, equipment and repairs for use in the farm shop. Students often need a vehicle to haul shrubbery and other materials for home improvement projects. The Vocational Agriculture instructor's personal car is not suitable for much of this hauling.

Many schools are now furnishing pick-up trucks for the Ag department to take care of this need. In other instances vehicles have been obtained on a loan basis from dealers.

Recently the North Dakota Vocational Agriculture Association undertook a survey to obtain information in regard to vehicles secured on a loan basis from dealers by Vocational Agriculture Departments. This was done so we and others might benefit from the experiences of those who had used this method.

Survey of States

A survey form was first sent to state supervisors to secure information from the state level. Forty-one supervisors completed and returned the form. Replies indicated that none of the states have a state-wide arrangement with dealers for schools, vocational agriculture departments, or FFA Chapters to receive vehicles on a loan basis. Twenty-four of the states indicated that local arrangements were made in some of the schools in their states. Of these the number doing so varied considerably, one state having only one department participating while another reported 400 departments participating. Seventeen states reported 2 to 26 departments participating.

Some states did not know the number and some reported that pick-up trucks were purchased by the school. Several supervisors favored schools owning the pick-up rather than having it on a loan basis.

Some Cautions

A number of state supervisors added a word of caution in securing pick-ups on a loan basis. One thought the vehicle might become an instrument of service rather than education. Another pointed out the importance of allowing all dealers in the community an opportunity to participate to avoid misunderstanding.

Survey of Teachers

Information on the subject was also received from instructors whose names were secured from state supervisors. Thirty-three of the seventy-five instructors contacted replied. The instructors had varying amounts of experience but most had 3 or 4 years. Twenty-three of the instructors indicated they had a pick-up truck on a loan basis. One was a gift and nine were purchases. In most cases the arrangements for the use of the vehicles were made by the school, sometimes by the school and the Ag department, and in a few cases by the FFA.

Need for Definite Understandings

Many of the instructors who replied stressed the importance of a written agreement with the dealer and a definite understanding with the school authorities concerning the use of the vehicle. Generally it seemed advisable to limit those who would drive the vehicle and to avoid using it for school errands.

It was also pointed out that it be clearly understood who would pay expenses. Generally the school paid insurance and it was emphasized that adequate insurance should be carried. Expenses such as gas and oil were usually paid by the school. In other schools these expenses were taken care of by the instructor. It is presumed that in these cases he was reimbursed.

Many of the dealers required that the truck be serviced at the dealer's place of business regularly and generally they were stencilled with the dealer's name, name of school, Ag Department or FFA Chapter.

Suggest Precautions

1. Before attempting to secure a pick-up truck from a dealer on a loan basis be sure you have a definite need for such a vehicle. This will depend upon a number of factors: (a) nature of the farming in the community. (b) location of the school. (c) availability of trucks among the students enrolled.
2. Be sure that suitable garage space is available before getting a vehicle.
3. Stress importance of safety. Have a clear understanding of who is to drive the vehicle. Students should not be permitted to drive unless they have proper instruction and license. Some departments do not permit students to drive and others do not permit students to drive without an adult along. Some schools limit speed to fifty miles per hour.
4. Keep the vehicle properly serviced and clean. In addition to being a good practice there is educational value in doing this.
5. Be sure that the vehicle does not become an errand vehicle for the school and community. This could

become very time consuming for the instructor even to the extent that he might have to neglect more important duties.

6. Plan financial arrangements in advance. Usually expenses are paid by the school when the vehicle is used by the instructor in the work of the Vocational Agriculture Department. If the vehicle is used by the student or others as a service vehicle, the cost should be paid by those benefiting.
7. Be sure all dealers in the community have an opportunity to participate.
8. Discuss the advisability of securing a pick-up with the school administrator before making any contacts.
9. If the board of education approves securing a pick-up on a loan basis, the understanding regarding its use should be in writing and thoroughly understood by the dealer, the school administrator, board of education and instructor.

Conclusions

After studying replies received from the 33 instructors and 41 supervisors the writer is of the opinion:

1. That securing a pick-up on a loan basis is something that should be given careful prior consideration by the instructor, the superintendent and the board of education. Rather than solve some problems for the instructor it may create additional problems.
2. That it might be more advisable for the instructor, the school or the FFA Chapter to own the pick-up rather than to secure one on a loan basis. □

In-service Education

(Continued from page 135)

Some Recent Changes

Changes were made during the past two years in the in-service programs in nine of the 13 departments of agricultural education. These changes were of several kinds, including increased assistance to beginning teachers, increase in number of visits to teachers, development of off-campus courses, increase in instructional aids, increase in number of workshops, and more cooperative types of research.

Eleven departments reported changes planned for the next two years. The most frequent changes to be made were increased offerings of courses, workshops, and conferences; increased research; more instructional aids; and more help to beginning teachers.

Seven departments would like to secure more staff members to work on instructional aids and to carry on other in-service activities. Four institutions would like to offer more off-campus courses. □

The Young Farmer Program, and especially the Young Farmer organization have been well developed for many years in Utah, California, Hawaii, Colorado, and Nevada.

This will serve as a reminder to every teacher.

Are we professionals?

T. O. BEACH, Vo-Ag Instructor, Casa Grande, Arizona.

WHERE would you rate on a score card designed to determine how really professional are teachers of vocational agriculture? In establishing the meaning of the word *professional* we go to the dictionary and find it to mean one who makes open declaration of a belief; a teacher. Generally we hold it to mean even more as we include in the definition the *Creed* of the Vocational Agricultural Teacher as published by the National Vocational Agricultural Teachers Association, Incorporated. This creed implies that many more items are involved. Have you studied it lately?

A score card of professional status will not be attempted here but may we mention only a few items that are often overlooked by Vo-Ag teachers.

1. How much are we keeping up with the times? Do we feel that our area of agriculture should be our only

interest or are we concerned with the nation's leadership and all that it implies in the over all stability of our nation.

2. How do we appear to others? Does our conduct and dress meet the same level that we would expect in other professions. The very nature of our work may pose a problem in proper clothing, but we should not feel this to be license to be sloppily attired.
3. Are we complacent about professional improvement? We do need a wide knowledge of agriculture, but we are also told nowadays that the Vo-Ag teacher, more than ever before, must be ready and able properly to guide his students toward being good citizens.
4. Are we a part of the community in which we teach or are we only

using this community as a stepping stone while awaiting other opportunity? We cannot fully carry out our task unless we become a part of the community, which will include both church and civic group activities.

There are probably other items that you may think of and surely not all of us are neglecting all of the above. However, these problems cannot be solved by teacher-trainers, state supervisors or area supervisors, they can only be cared for by individual teachers. If we would continue to consider ourselves as professionals, then we must do more than give lip service to what we believe to be *professional*.

We have heard through the years of the respected position of the Vo-Ag teacher and compensation for this position financially has attained a new height. However, if we are to continue to gain *professionally* we will have to share the responsibility and see that we keep faith, by word and deed, with the Vocational Agricultural Teachers Creed.

□

A problem for the profession of teaching.

Why don't they teach?

JAMES E. BRYAN, Vo-Ag Instructor, Notus, Idaho.



James E. Bryan

WHY don't they teach? This is a vital question often asked by people concerned with education. A recent study at the University of Idaho, completed by the author, has attempted to answer this question insofar as agricultural education majors were concerned.

This study surveyed the agricultural education majors who qualified to teach during the years 1934 to 1954 inclusive. One hundred forty-four graduates returned the questionnaire.

Of these 144 graduates who qualified to teach vocational agriculture, only 48, (33.3 per cent) are teaching vocational agriculture at the present time. Four other graduates have been advanced within the field to state supervisors and teacher trainers. This means that 52 graduates (36.1 per cent) have remained in the field for which they prepared.

Reasons for Not Teaching

Why did the remaining ninety-two graduates change their minds about teaching? By testing with chi-square, three reasons were found to be significant for not teaching at the present time. As you might suspect, low salary was the most frequent answer given, closely followed by lack of advancement and preference for other work. As has already been shown, only four of the

graduates advanced within the field of agricultural education, supporting the lack of advancement reason.

Many of the graduates presently teaching vocational agriculture have tried to advance beyond teaching by engaging in a supplemental enterprise while teaching. Twenty-one graduates presently teaching reported a mean income of \$1042 in addition to their teaching salary. This additional income ranged from \$50 to \$4100 per year.

Comparable Beginning Salaries

The salaries of the graduates teaching vocational agriculture compare very favorably with the salaries of graduates not teaching during the first six years of experience. After this time, the rate of increase of the salaries of the vocational agricultural teachers was much lower than the rate of increase of the salaries of the other graduates. The mean salary of the graduates teaching vocational agriculture is \$915 less than the mean salary of all the graduates.

The average tenure of all graduates who have taught, or are teaching vocational agriculture, is 5.98 years. Occupations entered by graduates not teaching include farming, agricultural extension service, non-vocational teaching, agricultural agents for industry, miscellaneous occupations related to agriculture, and non-agricultural occupations.

Need for Salary Increments

In the author's opinion, a larger salary differential between beginning and experienced teachers would aid in keep-

ing more teachers in the profession. This could be accomplished by increasing the annual salary increment of the teachers and also increasing the number of years that the yearly increment is to be available.

The high significance of preference for other work as a reason for leaving the profession indicates the need of a more critical method of selecting prospective teachers of vocational agriculture. This could be done through an intensive guidance and counseling program.

When considering the lack of advancement reason for not teaching, the author realizes that there are limited opportunities for a teacher of vocational agriculture to advance to positions of teacher training and state supervision. Perhaps more teachers should be encouraged to become school administrators, which would be advancement within the field of education. This poses a new problem. Because of the 12 month program of vocational agriculture, most Vo-Ag teachers are unable to attend summer schools to get the necessary courses in order to qualify as school administrators. Idaho, like many other states, realizes this problem, and is initiating special summer programs where the Vo-Ag teacher can secure credits, not only for an administrators certificate, but also for the advanced degrees.

□

New York, Pennsylvania, West Virginia, Vermont, New Hampshire, and Connecticut are holding monthly or quarterly leadership training programs for FFA members.

Kentucky has developed statements of policy by teacher training and supervisory staffs on several major items, such as FFA, Subject-Matter and Adult Farmers.

When Britain's corn is cut and carted*

C. S. ANDERSON, Professor of Agricultural Education, Emeritus,
The Pennsylvania State University.



C. S. Anderson

WHEN you meet and talk shop with a British farmer you can bet your bottom shilling, that by American standards of comparison his farming falls far short of measuring up to ours. He is a delightful person with whom to chat. He is surprisingly well informed, particularly on world affairs. As a host he is flawless. And you can count on him knowing a great deal more about our country than we know about his.

But as to his farming, that is a different matter! Essentially, his farming methods are still 19th century practices. Inexcusably small and irregularly-shaped fields! Wide land-wasting, soil-depleting hedgerows! Almost no attention given to scientific crop rotation! A predominance of hand labor in the fields! These are but a beginning of the contacts an American observer makes as he compares the farming of Britain with that of his own country.

Why this adherence to a Victorian type of agriculture of almost a century ago? The British are an alert, progressive people distinguished for their scientific advances, and for their leadership in manufacturing and in world commerce. Why do they drag their feet so when it comes to agriculture?

Status of Farming Is Different

After spending a year as a Fulbright research scholar among the farmers of Britain, I formulated my own answer to the question. The British do not want to be farmers! They do not re-

spect farming as an occupation. For past generations class and social distinction in Britain has tagged the bottom rung on the ladder for farmers.

The British are admittedly not agrarians. This explains, in part, why their leaders in education give only lip-service to great educational movements like the teaching of vocational agriculture in the public schools. There is a continual exodus of young people from rural to urban areas. London, Glasgow, Birmingham, and a score of other metropolitan and industrial cities beckon constantly to rural youth. When I was interviewing farmers in connection with my survey in northern Scotland, young male Scots in that vast rural region were about as scarce as buck deer at the close of hunting season. Of all the people of the British Isles, the English are the least interested in farming. The Irish work hard at it, but largely on a subsistence basis. In Wales coal mining is favored over farming. The Scotch are handicapped by a very short growing season, and by rugged terrain in some regions.

To the casual observer the British Isles appear to possess almost all the conditions necessary to abundant farming. The soil, except for the far north, is exceptionally fertile. The climate is temperate. The annual rainfall is more than adequate, and is well distributed. And certainly no farmers in all the world have finer, nearby, steady markets for their produce.

Yes, Britain has everything to make farming a great and thriving enterprise—except the farmers. It might as well be admitted that the British are just not cut out to be farmers.

Resources Are Available

During World War II, there was real concern over the limitation of indigenous food supply in Britain. For a time the Nazi maintained an alarmingly effective food blockade, shutting off im-

portations from her empire and other countries. Pressure was applied to force farmers to plow and till great acreages of century-old grass-lands. Soldiers were assigned to take over the job where there was owner resistance. But, the war over, much of the land returned to relatively uneconomical grass production. The English are grass farmers. But of course, we must admit that the lush grass-lands of Great Britain have been the birthplaces of most of our important breeds of livestock, a real contribution to the world of agriculture.

But everything considered, increased population, rapidly expanding industrial development, and most important of all, the British apathy to follow farming as a means of livelihood, we can safely predict that farming in the British Isles will continue to decline.

The post-war government of Britain has developed a highly organized, perhaps over-staffed, agricultural extension program. It is administered centrally from London, and is patterned after our extension service in the United States. The socialists have enacted all manner of controls and production goals for farmers in an effort to stabilize farm income and to attract men to the land. These measures are all well and good, but back of them must exist a real flare for farming on the part of the populace. This I am convinced does not exist.

Old Customs Persist

Those who observe and analyze the British way of life always have difficulty in explaining why the British cling tenaciously to old customs and practices, why they resist change. This trait definitely affects their progress in agriculture. The movement to mechanize farming is slow to be accepted, although farm tractors are one of their important articles of export. Farm homes, even new ones, are not generally provided with central heating and modern appliances.

I looked up the old farmstead in Scotland from which my ancestors migrated to America two generations ago. It looked about the way my grandfather had described it to me, when a boy. Oh, there is electricity now. The old stone churn, once operated by a dog on a treadmill, is abandoned and stands in the corner as an antique. A man in a

(Continued on page 139)



The author, waist-deep in a field of "corn" on the Hunderdthwaite Moors in Northern England. There are natural resources available for efficient production.



These Cheviot sheep mark the spot in Lanarkshire where Hess, Hitler's henchman, landed and tried to surrender to the Duke of Hamilton.

Are you waiting to be convinced?

Facts about the young farmers will do it!

WILLIAM W. STEWART, Vo-Ag Instructor, Postville, Iowa.



William W. Stewart

DO you know how many young men are living in your community who would be eligible for a young farmer class? Do you know how much interest they have in the pursuit of additional education? Do you know how many did not take vocational agriculture in high school? Do you know how many are enrolled in veterans Institutional On-Farm Training classes? Do you know how many did not graduate from high school?

If you can answer "Yes" to all of these questions, then you probably have a young farmer class in your Vocational Agriculture Department. If you cannot answer in the affirmative, then it is time that your school—and more particularly *you*—undertook to find out the answers.

Data Were Obtained

I have long been interested in this group of young people, but due to the fact that I have had a full-time department serving from 45 to 65 day-school students and 25 to 35 adult farmers, I have never attempted to organize a class for the young farmers. Last year, as a result of a rather comprehensive community survey of this group, I found out the answers to the above questions;

and in spite of the fact that I still have a full-time department, I am planning to organize an instructional program for this group. The planning is being done against some sage advice, but I have received the blessings of my Superintendent, our College teacher trainers, the local 8-man Advisory Council, my Board of Education, and most important of all—my wife!

With the assistance of my all-day students, I was able to collect the following data with a minimum amount of drudgery. Also, it gave the day-school students an opportunity to become acquainted with a program in which many may eventually take part.

Data Were Surprising

Here is what the survey revealed. In the area served by a town of 1400, with a high school enrollment of 204, there are 74 young farmers between 14 and 25 years of age, living on farms, who are not attending any public school. Of this group, 18 did not complete high school, and 19 of the 74 did not have any vocational agriculture in high school. There are 15 veterans in the group, of whom only 9 are enrolled in veterans training classes. Only 19 of these 74 young men had taken part in any systematic training in farming since leaving school; 60 preferred farming as an occupation. There are 42 married individuals and 32 single young farmers. All but 6 of the young farmers (displaying very much, much, or some interest) were appreciably interested in attending some sort of systematic type of meeting for their

benefit if this type of meeting could be arranged. It does not seem appropriate to go into any more detailed breakdown of the statistics.

It came as no little surprise that this situation existed in my community. I thought that I had taught these young men everything in four years of vocational agriculture in high school!!! Apparently I have been deluding myself. One of the most surprising things was the question, on the part of four of the young farmers, as to when we were going to start the class.

The Planning

Since assembling the information, I have spent considerable time attempting to develop a plan whereby I could offer this training without overburdening myself or neglecting the other phases of my program. Roughly, here is my plan: (1) Hold one meeting a month, in the evening; (2) Conduct one field trip every other month, in the afternoon; (3) Hold shop classes on Saturdays and during Christmas vacation; and (4) Supervise the work on the farm whenever I can work it in.

The Council members have endorsed the program and have promised their help and support. I have told them that it will be somewhat on a catch-as-catch-can basis since I won't have the time to devote to it that I should. Nevertheless the invitations for the first meeting have been mailed. I hope that in another year I can report favorably on the program.

Conviction Meant Action

If you are to really serve the agricultural interests of your community, I believe that you should definitely have a program for the young farmers. In too many of our communities, they are the forgotten generation—the neglected

(Continued on page 141)

When Britain's Corn - - -

(Continued from page 138)

government lorry stops each morning now to pick up the milk and haul it to market. At the end of the month the farmer receives a check for the milk, less his income tax. In my grandfather's day there were neither lorries nor income taxes. But, a dairymaid slushing around the stable in gum boots, caring

for the cows, and milking by hand, looked every bit as my grandfather once described her. The old farm now is on the approaches to a big sprawling city, once only a village, which is reaching out to eventually convert it into a spreading industrial development. What chance has British agriculture to survive under such conditions?

Mrs. Anderson and I spent ten de-

lightful months motoring in the British Isles, visiting with wonderful rural people and securing almost 500 direct interviews with farmers. And, as we were about to leave the country estate near Tilehurst-on-the-Thames, that had been our home and headquarters, the parting admonition of our host and hostess was, "Now come back, come back again to see Britain's corn cut and carted." □



An Irish farmer's load, ready to start to market. An example of lack of modernization in farming.



A farm woman and her grandsons "stooking corn." In our language they are shocking oats.

Cooperation provides instructional material

Subject matter specialists cooperate in preparation of publication for region.

J. C. ATHERTON, Teacher Education, Arkansas.



J. C. Atherton

Specialists in Vocational Agriculture from several states (Alabama, Georgia, Mississippi, South Carolina, and Tennessee and the National Cotton Council) worked together to produce a publication which is designed to serve as a

A REFERENCE Unit on Cotton for Vocational Agriculture has recently been published by the Cotton Education Committee of the Southern Regional Conference, Agricultural Education. The unique feature of this book is that subject matter specialists

technical reference on problems and procedures in the production and marketing of cotton. The efforts of this group resulted in a publication of over 250 pages covering the thirteen jobs or units of instruction on cotton which are commonly taught in cotton growing areas. A number of Southern states have ordered copies for their teachers of agriculture and five states have purchased enough copies for student use. Success with this project suggests that it may be profitable to consider the cooperative preparation and publication of other units on a regional basis, also. Corn, swine, beef, and dairy enterprises and possibly others appear to be universal enough for similar treatment.

The cotton publication had its origin in a sectional meeting of subject matter specialists at the Southern Regional Con-

ference in 1954. It was realized that cotton was an enterprise of great economic importance in most states of the Southern Region. However, there was group consensus that there was a definite lack of factual information and experimental evidence available to the teachers of vocational agriculture on many of the instructional units being taught on cotton. It was recognized that the various experiment stations throughout the South have conducted extensive research studies on the numerous problems in cotton production. Great advances have been made in the past ten years in fertilization, mechanization, irrigation, flame cultivation, and the use of insecticides and herbicides. But much of this information has not been available in useable form to the teacher of vocational agriculture. The subject matter specialists decided to remedy this situation through a publication prepared cooperatively. "A Reference Unit on Cotton for Vocational Agriculture" is the product resulting from this decision. □

The tide turns when it is lowest.

Some helpful discussion of a growing trend.

Multi-teacher Vo-Ag departments

CHARLES WIGGINS, Tunkhannock Joint Schools, Tunkhannock, Pa.



Charles Wiggins

ONE of the changes in vocational agriculture that close observers have reported during the past years has been the increase in number of multiple teacher departments. This has followed the natural course of events during which all depart-

ments within high schools have increased in size as the pupil population per school district has increased. The number of students per vocational agriculture department has increased due to consolidation of school districts into larger units, and the increased number of pupils attending high school. As departments become larger, and fewer in number, the number of teachers increased due to the formation of multiple teacher departments.

New Problems Created

Multi-teacher departments have brought problems new to the teaching of vocational agriculture. Many answers to these problems are being tried with varying degrees of success. Multi-teacher departments may allow teachers to become more specialized in subject matter. This may have an accompanying effect upon the students. However, when teaching is based upon the farming programs of the pupils, each teacher must have a well rounded knowledge of subject matter in order to help all of

his pupils if there is a normal diversity of interests among his students. Perhaps the area of farm mechanics is one in which specialization has been most commonly practiced in multi-teacher departments. In this system, one teacher teaches all, or nearly all, of the farm mechanics to all students. In order for this system to be successful, the farm mechanics teacher must have an intimate knowledge of the students' farming programs in order to meet pupil needs effectively. When this is not the case, instruction becomes general and academic.

Division of Supervisory Responsibility

It is generally thought to be desirable for each teacher to supervise the farming programs of all the students he teaches. In large school districts, considerable travel time and expense result from this practice. When a teacher must travel 40-50 miles or more on a round trip to visit a student at his home it becomes increasingly important that the visit be well planned and purposeful. If a school district is divided into areas, and certain teachers assigned to visit certain areas, close cooperation becomes essential if classroom and farm problems are to be integrated. Reports of visits, requests for visits, and frequent teacher conferences become necessary.

Responsibilities for instruction need to be delegated carefully in multi-teacher departments. One teacher must be in charge, and the other teachers must work with him. If no teacher is in charge, it is difficult to fix responsibility for varying phases of the program.

Usually the head teacher is responsible for most of the paper work, provides the leadership, and teaches the older students. This head teacher, usually has had the most teaching experience, and the other men turn to him for guidance. A multi-teacher department is a wonderful starting place for the beginning teacher since he is under close supervision by the head teacher and receives help during his beginning years. It is in many ways a continuation of his student teaching experiences where he can gain needed confidence and the experience which he will need when he may be on his own in years to come.

Some Criteria to Be Considered

The following are factors tending to promote more effective teaching in multi-teacher departments of vocational agriculture:

1. Similarity of educational philosophy and teaching methods among the teachers.
2. A spirit of cooperation among the teachers toward achievement of the total program of the department.
3. Diversity of interests and specialization in subject matter among teachers.
4. Commonly agreed upon objectives of instruction.
5. A clear and agreeable division of teacher responsibilities.
6. Adequate supervision by head teacher of all phases of the program.
7. Close adherence to standards of professional ethics by all teachers.
8. Increased effort to develop and maintain close pupil-teacher relations since instruction sometimes tends to become impersonal when school size increases.

There seems to be little reason to doubt that multi-teacher departments are here to stay. The number of teachers will have little bearing upon the outcomes if the instruction is properly coordinated. □

This idea is worth trying.

"Ag editorial" a valuable tool

ROLLIE STUKENHOLTZ, Vo-Ag Instructor, Ansley, Nebr.



Rollie Stukenholtz

ANY agricultural leader who does not make use of an Ag editorial* is missing his chance for a good public relations program. As a vocational agriculture instructor in a small community, I think I have proven the value of Ag editorials to our job of educating the public. Not all agricultural leaders have an opportunity to make use of an Ag editorial. Many small communities do not have a local newspaper. This leaves the possibility of writing an editorial for a larger newspaper distributed in your community.

Everything has its problems, as has making use of an Ag editorial. Two minor problems that affect most agricultural leaders are: Finding time to write the editorial, and putting thoughts into writing that others can understand. The most important problem is that of developing a working relationship with the local newspaper editor.

How to Get Started

Just how do we approach our local editor and sell him on the idea of Ag editorials? If your editor realizes the importance of agricultural information, your only problem will be to show him an editorial that is good enough to print. After once getting started, your editorial will sell itself. But what about the editor who has no interest in agriculture? Even though he is very cooperative, I think I can safely say my local editor had very little interest in agriculture. In fact, after having been awarded the Honorary Chapter Farmers' degree, he admitted in his own editorial that the joke showing the city slicker pumping the cows' tail for milk fitted him very well. He also added that our vocational agriculture department would continue to receive his support.

Just how did I sell this uninterested editor on my editorial? My first objective in writing an editorial was to give the people in the community a better understanding of vocational agriculture. Since vocational agriculture is a part of the school, I thought it might be of interest to the public if I included some of the happenings in the school. This went over with the editor since he was very much interested in the school. Before long I was including my own experiences, and experiences of my students. The people immediately felt that they had a source of information that was of interest to them. Both the editor and myself received several comments

after my first editorial. The editor was so impressed by the comments that he has made sure the weekly "VO-AG NEWS AND VIEWS" appears on the front page in bold print. After more than a year, not one week passes without someone mentioning my editorial to the editor or myself. I sometimes wonder if I am known in the community as the vocational Ag instructor, or "The man who writes that article in the paper."

Strengthens Your Program

My experience has led me to believe that an Ag editorial can do a lot toward building a strong vocational agriculture program. It is unsurpassed as a tool for informing the public about your local activities and the happenings in the community. The Ag editorial can be used to help the community solve problems pertaining to agriculture. This article can also serve to advertise your school, Ag department, and activities. Last but not least, it gives the people a feeling that there is an agricultural leader in their community whose services they can seek when necessary. This same feeling develops into a feeling of respect which leads to community cooperation.

What to Write About

As an agricultural leader, what can you write in an editorial that will be both educational and attractive? Here are some items I like to include in my editorials:

1. Timely educational material pertaining to problems in the community, such as control for insects, weeds or diseases.
2. New developments in agriculture that may be of interest to the community.
3. Information about individuals in the community. This can be experiences of students or other local people.
4. Plans and activities of my Ag department.
5. Humor and philosophy.
6. Explanations and answers for questions people ask.
7. My own experience in the field.

One editorial may include all of the above, or just a few. The use of different items keeps the article from becoming monotonous. Every article has a different touch with different people mentioned. A good editorial should be written in the peoples' own language. If it is easy to read, and understand, most everyone will take the time to read it. Most important of all, a good Ag editorial is good public relations. ☐

Are You Waiting - - -

(Continued from page 139)

generation. As was indicated in an editorial by C. E. Bundy in *The Agricultural Education Magazine* last year: "There is no group of farmers which is confronted with more complex problems of becoming established in farming than are young farmers."

You are trained to teach vocational agriculture. You should find out what the interests of the young farmers are, and you should do something about serving these interests. ☐



Pictured above is a view of the Mid-America Jubilee held in St. Louis, Missouri, last September. Shown is a parade of livestock which was one of several events daily in the agricultural show arena as a part of the miniature world's fair. The show is intended to be an annual event and was visited this year by over 465,000 people.

In the left background is a home built to be a part of a Model Farmstead. Not pictured is a machine shed, poultry house, a dairy set-up and hog farrowing quarters which completed the Model Farmstead.

In the very background is McArthur Bridge, one of seven, which connects Illinois and Missouri served by St. Louis. Visitors to the Golden Anniversary Convention of the A V A, meeting in St. Louis in early December, may recognize some of this environment of the Mid-America Jubilee.

Picture supplied by Lowell Burns, Director of Trade Development and Agriculture, Chamber of Commerce of Metropolitan St. Louis.

*This may mean "Ag column" or "Ag news" to other teachers. (Editor)

Teaching adults through records

Has proved effective in farm management instruction.

ROLF MOECKEL, Vo-Ag Instructor, Olivet, Michigan.



R. E. Moeckel

THE teaching of farm management courses to adult farmers has been difficult for many instructors, and certainly for this one. However, after surveying the educational needs of the farm people in my school area, the problem of improving management practices seemed very important. It is a fact that farmers have public and commercial educational contacts from which they can obtain up-to-date educational service on farm machinery, crop, soil, and livestock problems, but educational service for the family-farm operator is less accessible on the problems of farm management.

Organization of Program

The instructor gave considerable study to appropriate materials from other teachers and extension specialists from Michigan and several other midwestern states. After analyzing this material,

alternative plans of class activities were presented to individuals of an eight-man advisory committee during April. Then tentative plans for the program were developed and presented to a group meeting of the committee during September. Selection of specific lessons and other details were discussed at the October class meetings.

Four groups were organized in neighborhood areas. Three of these groups met in farm homes and one group met in a rural school. Wives were invited to all of the farm management lessons and attended regularly, except for one group. Refreshments were served during each meeting by the host or a committee.

The instructor has one-half of the time scheduled for adult farmer and young farmer classes so that an intensive program with the four groups was possible. A precaution might be given that the teacher should be well acquainted with the families and have gained their respect before this type of program should be attempted.

Since lessons were held on a bi-weekly basis this allowed some time for the instructor to visit farmers on specific problems between classes.

The Lessons Taught

The course consisted of ten lessons starting in August and finishing in May. There were four lessons on current problems of pasture improvement, corn production, weed spraying, and social security.

The six lessons on principles of farm management were designed so that consideration might be given the farm and the home as a unit. The lessons were as follows:

1. Family Goals—Examples of farms from other areas were used to illustrate the need for short-time and long-time family planning.

2. Analyzing a Farm Business—Fourteen years of records from a farm from another area were discussed to show how records were used to improve the business. This information and other assistance was obtained from County and State extension specialists in farm management.

3. Size of Business—This was discussed and then calculations of work units were made by individual farmers.

4. Crop Program—Crop rotation and field arrangements were discussed. Considerable planning was done with individuals. Each student was given several copies of maps of his farm for future records and planning.

5. Livestock Program—The combination of enterprises and feed-livestock balance were discussed and some of the farmers figured the feed-livestock problem for their farms.

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The FFA develops leadership

Examples such as the following are a stimulus to remain in teaching.

JAMES E. MOFFITT, President, Mississippi FFA Association.



James E. Moffitt

If Future Farmer of America Work were to be measured over-all and given a two-word definition for its greatest meaning, then to me it would be *leadership training*. The FFA is a mill for turning out tomorrow's leaders — agricultural leaders, yes — but leaders in all fields and endeavors.

Practically every phase of FFA work points toward leadership and gives its members training. In judging contests, boys are taught to be better judges of the various aspects of agriculture, thus being leaders in that field. Parliamentary law teaches them how to carry on meetings, which is a prerequisite of a good leader. Public Speaking makes better speakers out of those participating, and good speech is an absolute must for a leader. All phases of these cooperative activities teach boys to be leaders in their communities. Opportunities are

given at banquets and other such affairs for participation that will enable the ones participating to make better social leaders.

A Means of Recognition

The life of the writer is an example of what FFA can do for its members. In the fall of 1952, I became enrolled in classes at Alcorn Agricultural High School at Kossuth, Mississippi. I was twelve years old—the youngest student in school. I was so much smaller than my classmates that I could not participate in sports; and when I attended class parties and other school activities, I was treated as somebody's kid brother who had tagged along.

The FFA Chapter was the only part of school that made me feel as if I really belonged. Although I was too young to be a member, I studied Parliamentary Procedure and prepared a speech. As soon as I was 14, I joined the FFA and won second place in the council public speaking contest.

The next year, I was elected president of my Chapter, won second place in the district public speaking contest, was a

member of our Chapter's parliamentary procedure team which won fourth place in the state contest, and received my State Farmer Degree.

Training Is Rewarded

Because of the experience I had obtained in FFA contests, programs and banquets, I was able to speak in behalf of the Hon. J. P. Coleman in last year's gubernatorial race; and, upon his election, Governor Coleman appointed me honorary colonel on his staff. Because of my record in FFA activities, I was able to secure an appointment through Representative Thomas G. Abner to serve one month as page in the U. S. House of Representatives.

This year, during the Twenty-Third Annual Convention of the Mississippi FFA Association, in addition to serving as chairman on the state's second-place parliamentary procedure team, I was fortunate in winning the state public speaking contest. Also, I had bestowed upon me by my fellow Future Farmers the highest honor that can come to a Future Farmer inside the association—that of president of the Mississippi FFA Association.

All of these achievements I owe to the FFA, and to my adviser, Mr. Merrill Cartwright, who has served as such an inspiration to me. My purpose in writing this is not to gain publicity, nor to sound boastful or conceited. My sole aim in writing this article is to impress

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Teaching Adults - - -

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6. Summarizing and Analyzing Records—Individual farmers were visited and records were obtained on twenty-seven farms. This was done soon after income taxes were reported. Twenty-five items of information were collected in the areas of size of business, crop and livestock programs, and efficiency. These records were summarized and ranked, then the groups discussed the entire set of records. The farms were given code numbers to keep identity unknown. After this class each farmer was again visited at which time weak and strong points in his business were discussed. Plans were developed with the farmer to improve the farm business in the future. In several cases the wife participated in the discussions.

The main deficiency in the summary of the records, which were from income tax reports in 23 of the 27 farms, was that no inventory of crops, livestock, feed, machinery and supplies was available. Consequently, no labor income figures were computed. This inventory will be available on most farms for 1956.

It should be mentioned that the summarizing and analyzing process was done on four farms during 1955 to give the instructor experience and to allow for the development of the summary sheet.

Summary of Course

Plans were developed by farmers to adopt about 150 improved practices. Some of these practices had been planned as a result of other lessons, advice from other sources, or as a result of individual thought and management experience. However, as a result of the summary and analysis, it is believed that the farmer may take swifter and more decisive action to adopt these practices.

Although the farmers like to know where they rank as compared with other farmers, a more important value of these record summaries can be realized if the records can be analyzed each year. This would allow a particular farmer to compare and compete with himself.

Future adult farmer classes at Olivet can be based on needs as indicated from these records and the data may be referred to in future class discussions. □

Cancer Warning

The Food and Drug Administration has issued a public warning that the Hoxsey treatment for internal cancer distributed by the Hoxsey Cancer Clinics at Dallas, Tex., and Portage, Pa., is worthless and may be dangerous to those who rely upon it instead of obtaining competent medical treatment. All persons who may be considering the Hoxsey treatment are advised to secure a copy of the warning notice.

Write to:

Food and Drug Administration
Washington 25, D. C.

This warning is an official notice of the U. S. Government.

BOOK REVIEWS

METHODS OF TEACHING FARM MECHANICS, 3rd edition, by V. J. Morford, pp. 126, illustrated, published by Burgess Publishing Company, Minneapolis. Price, \$3.50.

This is the third edition of a manual (spiral bound, paper covered) first published in 1949. Chapters are included on planning the physical plant for teaching vocational agriculture, selecting tools and equipment for teaching farm mechanics, planning the teaching program in farm mechanics, selecting supplies for teaching farm mechanics, selecting teaching materials, and farm mechanics teaching demonstrations.

This manual was written for use as a guide for agricultural education students enrolled in a course in methods of teaching farm mechanics. Teachers of vocational agriculture will be interested in it as another source of suggestions regarding the planning and equipping of the vocational agriculture physical plant. The illustrative teaching demonstrations should also prove valuable.

V. J. Morford, the author, is Professor of Agricultural Engineering, Iowa State College.

—A.H.K.

SWINE PRODUCTION, 2nd edition, by Carroll and Krider, illustrated, pp. 496, published by McGraw-Hill Book Company, Inc., New York 36, New York. Price, \$6.50.

This revised edition of *Swine Production* is organized in four main parts: Organization of the Enterprise; Establishing a Swine Enterprise; Management; and Feeding. All phases of swine production are included. New developments in breeding, feeding, management, and marketing are included.

This publication is an outgrowth of teaching pork production to college students. The book is well written and well illustrated. Lists of additional references are included at the end of each chapter. Teachers of vocational agriculture should find this an excellent supplemental reference.

W. E. Carroll is Professor Emeritus, University of Illinois, Urbana. J. L. Krider is Vice President, McMillen Feed Mills, Division of Central Soya Company, Inc., Ft. Wayne, Indiana.

—A.H.K.

The FFA Develops

(Continued from page 142)

upon you, the reader, just how much FFA can mean to a farm boy by training him for leadership, cooperation, and citizenship; for, after all, that is the purpose for which the Future Farmers of America organization was founded. □

There is an increasing trend in Vo-Ag departments to have a large concrete court with a fence by the farm mechanics shop for storing machines owned by class members.

TIPS THAT WORK

A Four-Legged "Tripod"

The chart stand in the accompanying picture has some unique features that make it useful for displaying charts, maps, photographs or flannel board in sizes varying from one to four feet square.

Since it has four legs it can be used to display from two sides at once. The hinge at the top permits the legs to be folded so that for storage or transportation it folds into a neat bundle 4 inches square. By closing one of the leg braces slightly the stand will set level on any floor surface. The braces from a discarded card table are quite suitable. Three eighths of an inch holes for dowels 1½ inches long can be bored as desired in the legs to accommodate a wide variety of sizes of charts.

The stand can be varied in size to suit individual needs. The one illustrated has proven suitable for classroom needs, although a shorter-legged one for use on a table might serve equally well.

The unique features of this particular pattern are: (1) the leather hinge at the top which allows the legs to be adjusted in all directions; (2) the leg braces for steadying and adjusting the positions of the legs; and (3) it is a four-legged fixture that will set solid on an uneven floor surface.

The materials needed to build the one illustrated are as follows:

- 4 legs—1" x 1" x 6'
- Top hinge—1 piece leather 4" x 4"
- 4—¼" flat washers
- 4—1½" No. 8 R.H. wood screws
- 4 leg braces—9" extended
- 4 screws for above—¾" No. 8 R.H.
- 4 dowels—¾" x 1½"

This might make a good shop project for one of those non-farm boys and I am sure it will be useful in the classroom and at outside meetings.

Ralph H. Granger, Assoc. Prof. of Poultry Husbandry, Univ. of New Hampshire Thompson School of Agriculture. □





Lynn Loosli, National Vice-President from the Pacific Region, congratulates Mr. L. C. Schank on his completion of thirty years of successful teaching. Mr. Schank's retirement chalks up a total of fourteen American Farmers and three National officers.



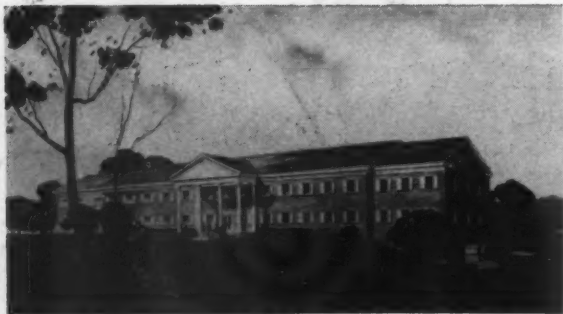
The annual Arkansas State FFA Judging Contests held on the University of Arkansas campus include a diversity of judging. Shown here are boys from some of the 110 competing schools placing hens which are in production.



Stories In Pictures



Farming differs in its problems among the states. Pictured here is a land leveling operation quite characteristic of thousand of acres of farm land in California in preparation for irrigating field crops. The extent of the earth moved in leveling the field is shown by the depth of the cut around the stake. The soil has been moved from that section of the field in the foreground to raise the level elsewhere in the field.



Pictured above is an artist's sketch of the \$275,000 office building being constructed by the National FFA Organization near Alexandria, Virginia. Completion of the building is expected next spring. It will be used to house the Future Farmers' Supply Service and the National FUTURE FARMER Magazine.

This space is for that picture
which you did not send to tell a
story.

